REPORT RESUMES

ED 015 250 VT 001 722

HOW HIGH SCHOOL COUNSELORS CAN ASSIST STUDENTS TO SUCCESSFULLY ENTER GOVERNMENT AND INDUSTRY, WORKSHOP ON VOCATIONAL AND OCCUPATIONAL GUIDANCE IN THE SIXTIES AND SEVENTIES (MAY 8-9, 1964).

BY- PHILLIPS, P. BERTRAND AND OTHERS
TUSKEGEE INST., ALA.

PUB DATE 64

EDRS PRICE MF-$1.00 HC-$9.20 228P.

DESCRIPTORS- *CONFERENCES, ADMINISTRATOR RESPONSIBLITY, OCCUPATIONAL CHOICE, PROGRAM EVALUATION, HIGH SCHOOLS, COUNSELORS, *PROGRAM EFFECTIVENESS, SOUTHERN SCHOOLS, GUIDANCE PROGRAMS, FOLLOWUP STUDIES, EMPLOYMENT SERVICES, EMPLOYMENT STATISTICS, EMPLOYMENT OPPORTUNITIES, DISADVANTAGED GROUPS, VOCATIONAL EDUCATION, JOB PLACEMENT, FEMALES, NEGRO YOUTH, MOTIVATION, YOUTH EMPLOYMENT, LABOR MARKET, PRINCIPALS, *OCCUPATIONAL GUIDANCE, EDUCATIONAL OBJECTIVES, BIBLIOGRAPHIES, EMPLOYMENT TRENDS, ATTITUDES,

APPROXIMATELY 200 COUNSELORS AND PRINCIPALS FROM 85 HIGH SCHOOLS ENROLLING 76,610 PUPILS THROUGHOUT SEVEN SOUTHERN STATES ATTENDED A 2-DAY CONFERENCE TO EXAMINE AND EVALUATE GUIDANCE PROGRAMS AND TO SUGGEST IMPROVEMENTS. A FOLLOWUP STUDY OF THE CONFERENCE, INDICATED THAT 88 PERCENT OF THE RESPONDENTS HAD IMPROVED THEIR VOCATIONAL GUIDANCE PROGRAMS THROUGH A GREATER VARIETY OF INFORMATIVE MATERIALS AND THAT 67 PERCENT HAD BETTER ACCESSIBILITY TO SUCH MATERIALS. TEXTS OF THE MAJOR SPEECHES ARE GIVEN--(1) "THE ROLE OF THE HIGH SCHOOL IN PREPARING STUDENTS FOR EMPLOYMENT," BY SAMUEL DANLEY AND HUGH RYALS, (2) "CAREER OUTLOOK," BY BRUNSWICK BAGDON, (3) "MANAGEMENT LOOKS AT EMPLOYMENT POSSIBILITIES," BY HOWARD LOCKWOOD, (4) "OPPORTUNITIES FOR WOMEN IN THE SIXTIES AND SEVENTIES," BY ROSE TERLIN, (5) "THE COLLEGE PLACEMENT OFFICE AND THE HIGH SCHOOL," BY ANTHONY RACHEL, (6) "TASKS FOR TODAY, GOALS FOR TOMORROW," BY ARTHUR CHAPIN, (7) "MOTIVATION -- A REALISTIC APPROACH BY SCHOOLS IN URBAN AND RURAL COMMUNITIES IN RELATION TO EMPLOYMENT," BY WILLIAM JOHNSTON, AND (8) "RECENT DEVELOPMENTS IN EMPLOYMENT TRENDS FOR YOUTH," BY ELI COHEN. COMMENTS BY OTHER SPEAKERS, A CONFERENCE SUMMARY, A SUMMARY OF GRASSROOTS REPORTS FROM THE PARTICIPATING STATES, AND A STATEMENT ("EMPLOYMENT TRENDS AND SCHOOL ENROLLMENT") BY WILLARD WIRTZ ARE INCLUDED. THE APPENDIXES CONSIST OF SOURCES OF RESOURCE MATERIALS, EVALUATION INSTRUMENTS, A LIST OF PARTICIPANTS, AND AN EXTENSIVE BIBLIOGRAPHY. (MS)

ED015250

ENHANCING THE OCCUPATIONAL OUTLOOK AND VOCATIONAL ASPIRATIONS OF SOUTHERN SECONDARY YOUTH

A Conference of Secondary School Principals and Counselors

TUSKEGEE INSTITUTE

VT 01722

DO NOT FILM THIS PAGE

ATTENTION: EDRS

According to an arrangement made with you by Central ERIC, the document ED 015250 is to be filmed for the May issue of Research in Education and held to be filmed for the (MP) Manpower publication.

DO NOT FILM THIS PAGE

VT 001722

MP000109

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

WORKSHOP
ON
VOCATIONAL AND OCCUPATIONAL GUIDANCE IN THE SIXTIES AND SEVENTIES

(How High School Counselors Can Assist Students to Successfully Enter Government and Industry)

May 8-9, 1964

Co-Sponsored by Tuskegee Institute
and
U. S. Department of Labor,
Office of Manpower, Automation and Training-Research

Friday, May 8, 1964

PREFACE

PREFACE

Despite concentrated efforts from many sources, the unemployment situation in the United States has reached the dimensions of a major crisis that seems certain to get worse. It has aroused nation-wide concern--from the President to grassroot citizens in small communities. Automation and technological advances are contributing to a continuing reduction in the number of jobs available to inexperienced and unskilled youth, while the number of youths is steadily increasing. If the National Government and other agencies, organizations, and institutions, who are working to counteract these trends are not successful, the labor market will reach a critical point with the entry of the post-World War II population increase. The methodology and objectives of the various groups involved in seeking a solution to this problem must of necessity vary; however, their ultimate goal remains the same--to help establish in America a situation wherein every American can be assured an opportunity to live a useful and productive life.

The workshop was an attempt on the part of the government and several educational institutions to tackle the problem from the standpoint of vocational and occupational guidance. The specific objective of the conference was to increase the awareness of high school counselors and principals of the resources available for their use in guiding, advising, and counseling southern youth and thereby assist in making a substantial improvement in the quantity and quality of vocational and occupational education, counseling and training.

The two-day conference revolved around several major speeches and various panel and group discussions interspersed with question and answer sessions. A preliminary evaluation revealed that most participants felt that they had gained a wealth of information which could be implemented in their own school situations. A subsequent evaluation disclosed the fact that many programs, conferences, and activities have been initiated by participating schools as a result of the ideas perceived at this conference.

The conference and the present report are the results of many hours of planning, organization, and preparation. It was through Mr. Arthur Chapin's vision and skillful assistance that this conference was made a reality. Since appreciation is extended to all the persons involved in making them a success. Special thanks go to Mr. Arthur Chapin, Special Assistant to the Secretary of Labor; Mr. Samuel Danley of the Bureau of Employment Security; Mr. Hugh Ryals, Assistant to Regional Administrator of the same bureau; Mr. Brunswick A. Bagdon, Regional Director of the Bureau of Labor Statistics; Mr. Howard Lockwood, Administrative Co-ordinator of Plans for Progress; Miss Rose Terlin of the Women's Bureau of the United States Deparatmnt of Labor; Mr. Anthony Rachel, United States Department of Labor; Dr. William Johnston, Specialist in Counselor Preparation, United States Office of Education; and Mr. Eli Cohen, Executive Secretary, National Committee on Employment of Youth for the splended presentations, as well as to the participants from the various high schools, the Tuskegee Institute Student Personnel staff, the Graduate Interns, and many other persons who made significant contributions to the planning and preparatory phases of the conference and the present conference report.

P. B. Phillips
Conference Chairman

TABLE OF CONTENTS

PAGE

I. Introduction 1

II. Evaluation 7

III. Greetings and Brief Remarks 22

IV. Speeches and Reactions 23

A. Mr. Samuel Danley, Bureau of Employment Security,
U. S. Department of Labor, Washington, D.C. 23

B. Mr. Hugh F. Ryals, Assistant to Regional Administrator,
Bureau of Employment, Atlanta, Georgia 33

C. Mr. Brunswick A. Bagdon, Regional Director,
U. S. Department of Labor, Bureau of Labor
Statistics, Atlanta, Georgia 39

D. Mr. C. T. Smiley, Principal - Booker T. Washington
High School, Montgomery, Alabama 52

E. Mr. A. T. McNair, Counselor - Central High School
Newman, Georgia 53

F. Mr. Howard Lockwood, Executive Director
Plans for Progress Sub-Committee
President's Committee on Equal Employment Opportunity.... 55

G. Miss Rose Terlin, Women's Bureau
U.S. Department of Labor
Washington, D. C. 66

H. Mr. Anthony Rachal
U. S. Department of Labor
Washington, D. C. 81

I. Mr. Arthur Chapin, Special Assistant to the Secretary
U. S. Department of Labor
Washington, D. C. 85

J. Dr. William Johnston
Specialist in Counselor Preparation
Office of Education
U. S. Department of Health, Education, and Welfare 92

K. Mr. L. L. Hawthorne, Principal - Union Grove High
School, Marianna, Florida 110

L. Mr. J. H. Stephens, Principal - Holloway High School,
Murfreesboro, Tennessee 110

M. Mr. Eli Cohen
Executive Secretary
National Committee on Employment of Youth
New York, New York 112

N. Mr. Paul Ware, Principal
Westfield High School
Birmingham, Alabama 123

O. Mrs. Gloria Mahorney, Counselor
Burrell-Slater High School
Florence, Alabama 125

P. Mr. Page Talley
Miami Senior High School
Miami, Florida 129

Q. Mr. Robert N. Perry, Principal
Walter Cohen High School
New Orleans, Louisiana 132

R. Mr. Sanford Bradby, Principal
Schoefield High School
Aiken, South Carolina 138

VI. SUMMARY OF GRASSROOTS REPORTS

A. South Carolina and Arkansas 141

B. Louisiana and Tennessee 143

C. Florida and Georgia 144

D. Alabama 145

VII. SUMMARY

P. Bertrand Phillips
Conference Chairman
Dean of Students, Tuskegee Institute, Alabama 147

VIII. REMARKS

Mr. Arthur Chapin 154

Appendix A

Appendix B

Appendix C

Bibliography

INTRODUCTION

A glance at the changes which have and still are taking place in our society and at those which threaten to erupt in the future to open up new horizons for those whom we now consider disadvantaged reveals a need to reach the youth of our nation, directly or indirectly, in an attempt to prepare them to take advantage of such changes. Since the schools of our nation influence in great measure the lives of a large number of youths, it seems logical that a conference involving school principals and counselors could make a profound impact on the lives of such youth, consequently, on the nation.

It was this kind of thinking which led representatives of Tuskegee Institute, the Office of Manpower, Automation and Training and the U. S. Department of Labor to arrange a conference entitled "Enhancing the Occupational Outlook and Vocational Aspirations of Southern Secondary Youth". The purpose of this conference was to bring together counselors and principals from 150 high schools throughout seven southern states in an effort to examine and evaluate the guidance programs now in practice and to make suggestions for such changes as will be beneficial in working more effectively with students, who in the words of President Lyndon Johnson, "must be instilled with the desire, the motivation, and the determination to equip themselves and acquire those skills that will enable them to compete for jobs on the open market, on the basis of qualifications alone"; that is, in preparing Southern youths to lead productive and effective lives.

The 1964 Workshop on Vocational and Occupational Guidance in the 60's and 70's was also planned because of the acute need for high school counselors and principals in the Southeastern region of the United States

LIST OF FIGURES

Figure Page

1. Extent of Change in Various Aspects of Vocational and Occupational Guidance Programs of Participating High Schools Resulting From the Conference.......... 9

2. Profile Graph Indicating Areas of Student Involvement in the Planning of Guidance Activities 10

3. Profile Graph Indicating Activities and Programs Instituted by High Schools to Involve Parents and Community in the Vocational and Occupational Aspects of Their Guidance Programs 12

INTRODUCTION

to have the latest information, contacts, and total resources available for their use in guiding, advising, and counseling high school youths. The 150 high schools invited to participate in this conference were from the states of Alabama, Florida, Georgia, Louisiana, South Carolina and Tennessee. Invitations were sent to schools in both rural and urban areas without regard to racial composition. In addition, some private and parochial schools were invited to take part in the conference since these schools work with a significant number of youth from disadvantaged areas.

The principals and counselors from the states noted above represented 85 schools in 75 cities and countries, with school enrollment totaling 76,710. The male-female breakdown was 37,396 males and 39,314 females. Eliminating classes other than junior and senior slasses, the enrollment was found to be 14,001 and 13,724 for juniors and seniors, respectively.

Vocational and Educational guidance and counseling in depth as well as consistently high quality has not yet permeated these areas of the southeastern statex. However, it appeared that most schools attempted in various ways to provide some type of vocational and occupational orientation for their students. This orientation naturally varied. A common thread of economic, educational, social and cultural disadvantages was found among the families of the majority of the students attending the schools represented at the conference.

Some of the hypotheses of the conference related to the following:

1. Suggested modifications in the counseling and special advisory organizational patterns within the schools.
2. Increased development of programs of vocational and occupational education in counseling adapted specifically to the needs of the children within these schools and areas.
3. Proper re-training and re-education through seminars and special classes for personnel in the area of vocational guidance.

4. Additional access to resources, both study materials and equipment and improved utilization of present instructional equipment and guidance materials.

5. Continued increase of depth involvement of parents and community in the vocational and occupational guidance program of the various schools.

The conference was designed to build upon the commitment of the principals and counselors in attendance in such a way as to provide increasing activity on their part in the area of a total developmental program of vocational and occupational guidance for their students.

Harold Taylor, an educator, in an article ;in the December 16 issue of The Saturday Review, 1961, said the following:

> The educator must go to the root of the matter, and he must deal with the whole child. The root is in the social and economic conditions in which the child exists. The educator must deal bluntly with those who supportthe residential segregation of the colored people and the poor. He must fight those who wish to profit in real estate at the expense of the children. He must think of education as a total process, in which the conditions of society deeply affect the child's mind, the level of his achievement, and the range of his possibilities. The curriculum, the classroom, and the guidance office are instruments for dealing with one part of the child's life. But they do not and cannot function in a social vacuum.
>
> Nor is it permissible any longer to say that the social environment of the child is not the problem of the educator, but that it belongs to city planners, social workers, economists, housing experts, and society. It belongs to everyone, but most of all the educator. The educator is not a personnel manager, an administrator, an organization man, although his work involves organizing, managing, and administering. He is a social and intellectual leader, and he begins to exercise his leadership when he recognizes the conditions of his society and brings to bear upon them the force of a humanitarian philosophy.

It might be added here that this same statement holds true for the total country, especially in those states which were represented at the conference, in that the schools and the educators operating the schools are usually the only outwardly apparent institutionalized factors operating in some of the rural communities. In many instances the schools present the only contact that rural families have with institutional design and goals in terms of the social services of society. The schools must be able to interpret the value of social changes as well as changes in technology and in the total economy within the community and the country. The new and extensive burdens upon education also provide the schools with new and creative opportunities for leadership in their community in the area of vocational and occupational guidance.

A cross section of the occupational and career guidance programs of schools represented in this conference revealed the following facts:

1. Most programs included in their preparation and exposure for students, a display of occupational vocational aids including posters, charts, career pamphlets, occupational exploration kits, and college and university bulletins.

2. Home room discussions were designed, initiated and developed around areas of interest and students were assigned reports related to their particular occupational areas of choice.

3. Individual counseling was available in most schools with some emphasis in the area of job requirement and the negative and positive aspects of available educational and job opportunities as well as the continuing and increasing diversification of available occupations.

4. These schools used student evaluation as a prerequisite to adequate counseling and the evaluations took the form of general and specific aptitude tests, personality and interest tests, and cumulative student records.

5. The school programs suggested a wide range of activities that were utilized to strengthen guidance programs including (a) individual and group conferences, (b) programs featuring representatives from Departments of Labor and Industry for former students who have achieved success and may serve as motivators, (c) classes in occupational guidance, (d) well-articulated guidance programs from the 8th through the 12th grades with special attention focused on future planning, (e) career books, (f) interviews, (g) career days, (h) career clubs, (i) field trips, (j) workshops, (k) films and filmstrips, and (l) special assembly programs.

Among the schools represented, there existed a range in vocational training from a minimum of Home Economics and Agriculture to a curriculum which included Auto Body Repair, Automotive Mechanics, Barbering, Masonry and Bricklaying, Business Education, Carpentry and Cabinetmaking, Commercial

Cooking and Baking, Cosmetology, Dressmaking, Dry Cleaning and Laundry, Industrial Electricity, Technical Electronics, Plastering and Cement Finishing, Radio and Television Servicing, Tailoring, Plumbing and Pipe Fitting, and Practical Nursing Education. Most schools felt the need for a specific arrangement within the states, and sometimes between states, for the development of centers for vocational information, counseling and training that could be utilized by school personnel as well as by the general community. Such a center would enable schools and school districts to develop and extend their existing facilities and materials and to be aware of the opportunities for gaining new facilities and materials in order to enhance the total program. Cross utilization of services and facilities was suggested as a possibility for schools grouped within a reasonable travel distance.

Because this was a working conference many changes were anticipated. In fact, at the writing of this report, some changes have been innovated in schools and school districts as a result of the conference. Such a change was instituted by Dr. S. J. Whisenhunt, Principal, Cobb Avenue High School, Anniston, Alabama, and former President of the Alabama State Teachers Association, who had a special orientation program for all teachers and counselors and administrative personnel before the opening of the fall semester and implemented basic guidance and curricula changes as a direct result of the conference. Other principals and counselors have reported similar changes which will be transmitted to various schools and other interested individuals from time to time. Further indications of changes implemented by participating schools may be noted in the "Evaluation" section of the report.

It is significant to note that the Vocational Conference was only one of a number of evidences of the Labor Department's concern for the disadvantaged. The Labor Department is a co-sponsor of the MDTA project at Tuskegee Institute which was made possible by the Manpower Development and Training Act (MDTA) passed as Public Law 82-415 in March, 1962. The purpose of this act was to help the disadvantaged one-third of our nation to successfully meet the challenges brought about by technological progress. It provides for up to fifty-two weeks of re-training for a million unemployed workers over a three year period of time, ending June, 1965. The Tuskegee project, which started in June, 1964 and ended in June, 1965, purposes to develop and test a system of education for producing employable adults from the ranks of "hard core" rural, educationally deficient persons. It invloves the re-training of 160 persons in the areas of brickmasonry, carpentry, farm machinery repair and maintenance and meat processing.

CONFERENCE FOLLOW-UP

CONFERENCE FOLLOW-UP

A post-conference study of the schools connected with participating in the Vocational and Occupational Conference revealed that in the seven states represented, efforts are being made to expose students, parents, and communities to the wealth of information concerning available opportunities in the areas of vocational and occupational endeavors. Such activities and programs, initiated in single schools, will undoubtedly make a profound impression on the struggle to alleviate the perplexing unemployment situation which plagues America today.

Tuskegee Institute, a co-sponsor of the Vocational and Occupational Conference, has indeed been a leader in the area of implementing suggestions perceived during the two-day workshop. It has planned a demonstration, research, and training program designed to establish a series of educational centers in designated counties in Alabama for the purpose of providing enriched educational opportunities for disadvantaged youngsters and adults in strategically located urban and rural centers. While this program stemmed in large from the recommendations of the Tuskegee Institute Conference on Disadvantage held in October, 1963, it bears a significant relationship to the programs being instituted by other agencies, organizations and institutions to counteract the trends in unemployment. However, the vocational and occupupational guidance features of the program are direct results of the Vocational and Occupational Conference. In addition, approximately forty-five of the counselors participating in the conference will be directly involved in the program.

Questionnaires (see appendix) designed to measure the extent of improvement in areas consonant with the objectives of the Vocational and

Occupational Conference held at Tuskegee in May, 1964, were sent to participants from each school. Figure 1 summarizes graphically the responses made to each of the fourteen items. The most prominent improvement, which was listed by 88 per cent of the respondents, was in the area of providing a greater variety of informative materials for their students on occupations and vocations. This was done through increased contact with governmental departments and agencies at all levels for the purpose of securing vocational and occupational materials and, in some instances, consultants. Local agenciel, educational insitutions, organizations, and firms were reported to be instrumental in providing such vocational materials as pamphlets, filmstrips, movies, and kits. It was also significant to note that there has been an increase in the use of the Occupational Outlook Handbook by participant schools.

The next area of marked improvement as noted by 71 per cent of the respondents was the involvement of students in the planning phase of guidance activities. Figure 2 indicates that this involvement was in the form of special student guidance committees, big brother and big sister clubs, student activity programs, student surveys, and planning for career day activities.

Sixty-seven per cent of the respondents recorded improvements in the accessibility and utilization of study and structional equipment and materials and guidance materials. Equally significant changes were noted in the area of identification of potential drop outs and the restoration of their interest in educational experiences. It was significant to note that a considerable number of schools listed economic insecurity as being a major factor involved in the drop out problem and initiated work-aid programs to help alleviate the situation. Other activities engaged in by schools to detect and offer assistance to potential drop outs were in the areas of placement, scheduling, surveys, curriculum changes, in-service programs, conferences, home visitations, special assemblies, and individual counseling.

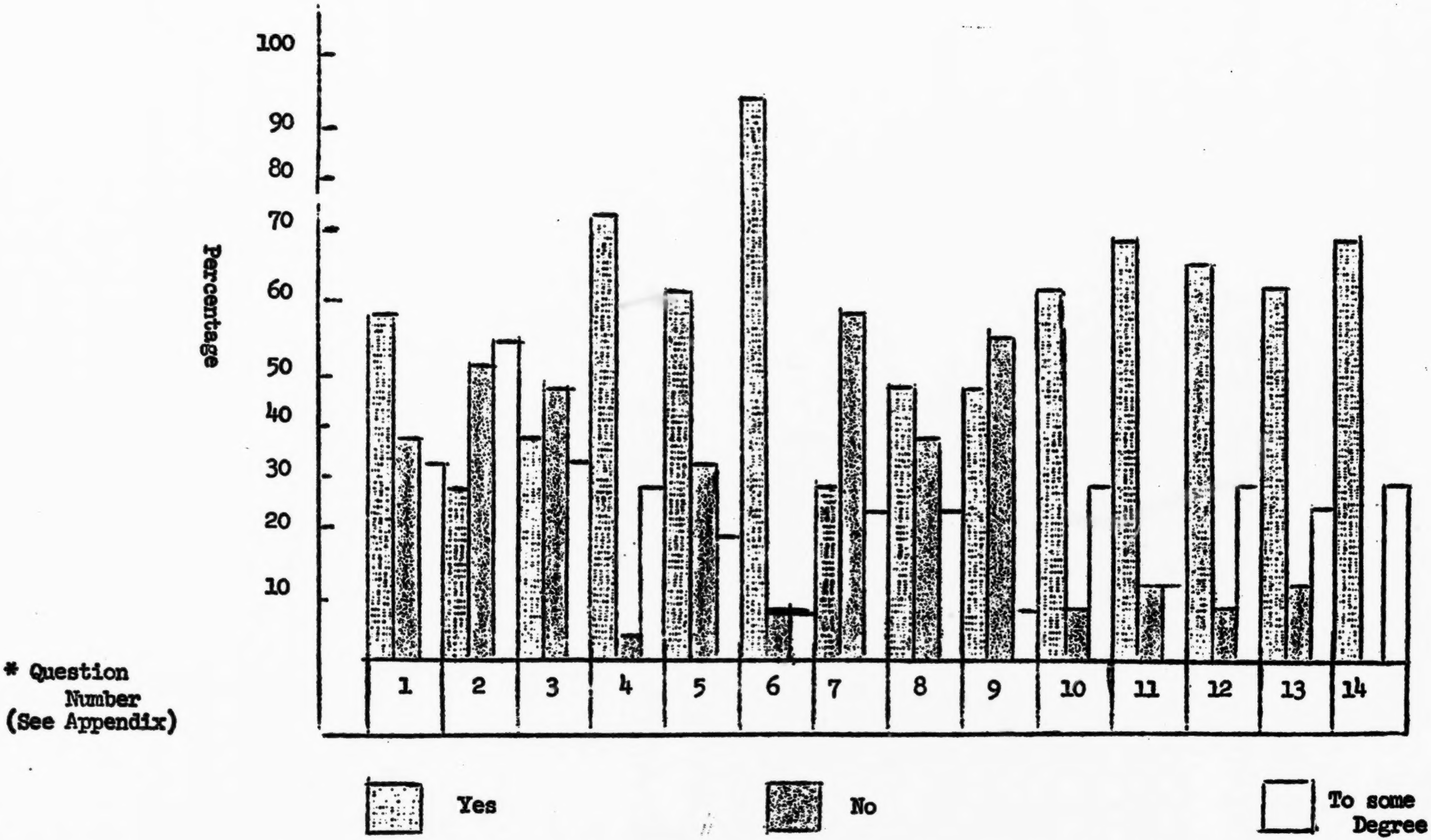


Figure 1. Extent of change in various aspects of vocational and occupational guidance programs of participating high schools resulting from the conference.

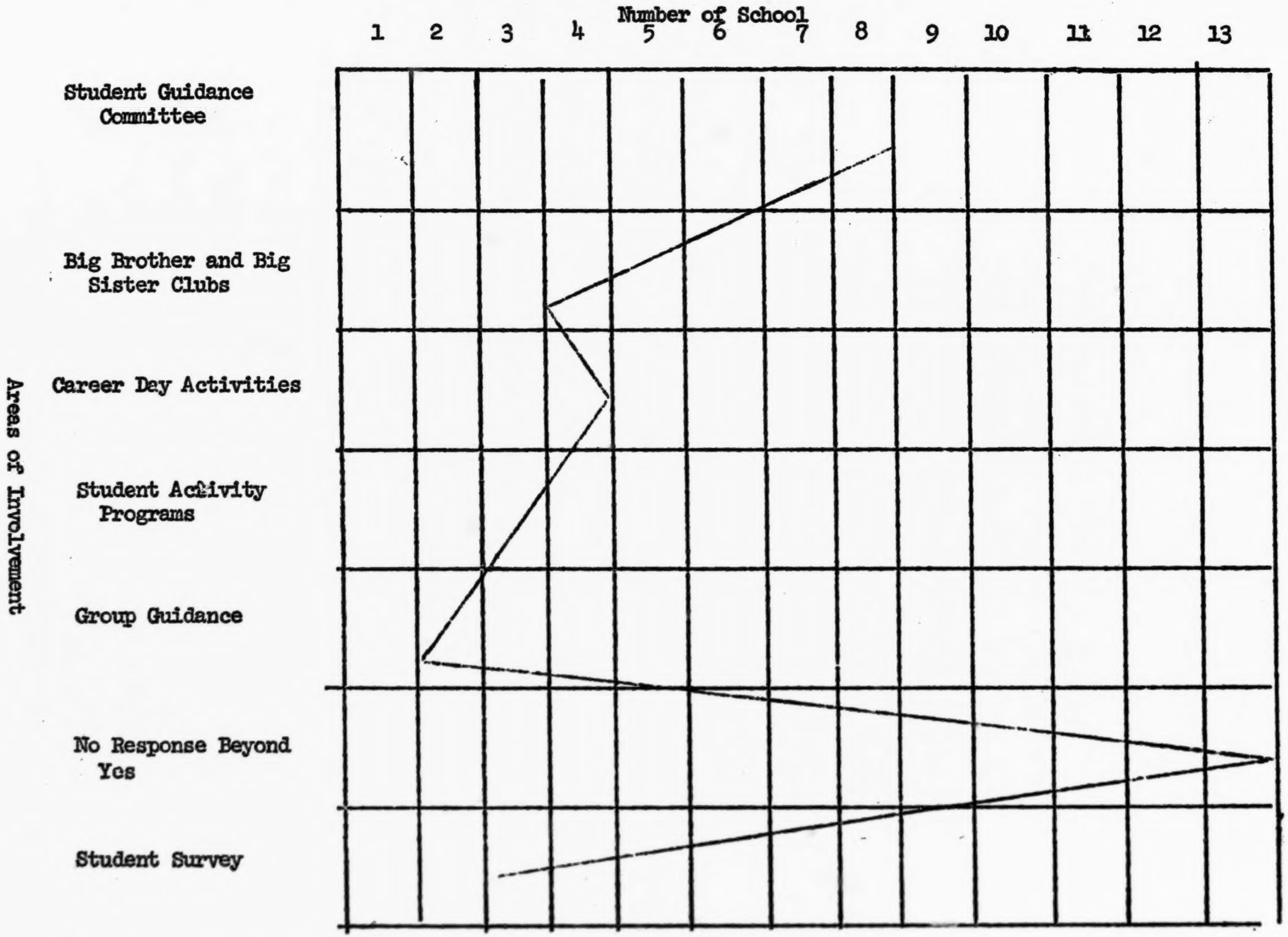


Figure 2. Profile graph indicating areas of student involvement in the planning of guidance activities.

Very few instances of increased correspondence with the Departments of Labor and Health, Education, and Welfare and of curricular changes were noted. Mild changes were, however, effected in the area of identifying high and low ability students and channeling them into areas consonant with their levels of interest and ability. These changes were brought about through such media as in-service meetings, remedial classes, conferences, special programs, discussion groups, career week activities, testing, and individual counseling.

Persons responding positively to item #1 on the questionnaire indicated that programs and activities had been initiated in their schools to stimulate greater involvement of parents and community in the areas of vocational and occupational concerns. Their guidance programs were re-directed in eleven different ways. Figure 3 outlines these changes as they are implemented by the various responses positively to item #1.

Responses to item #2 on the questionnaire revealed that a number of schools had made modifications in the organizational pattern of their counseling and advisory services as a result of the conference. Included among these changes were greater emphasis on the non-college-bound students, on the job-placement aspect of guidance, and on counselor-initiated leadership; closer coordination between general and vocational counseling and a closer association with employment services and with Manpower Training Centers; initiation of career day; additional personnel; reduced counselor load, organization of guidance committees; more group and departmental counseling; and enlarged libraries of occupational information.

The 33 per cent of the respondents making definite plans for the proper re-training and re-evaluation of their personnel in the area of vocational guidance named in-service training, extension classes, surveys, college-level courses, meetings, summer workshops and conferences and additional personnel as their means of achieving the desired goal.

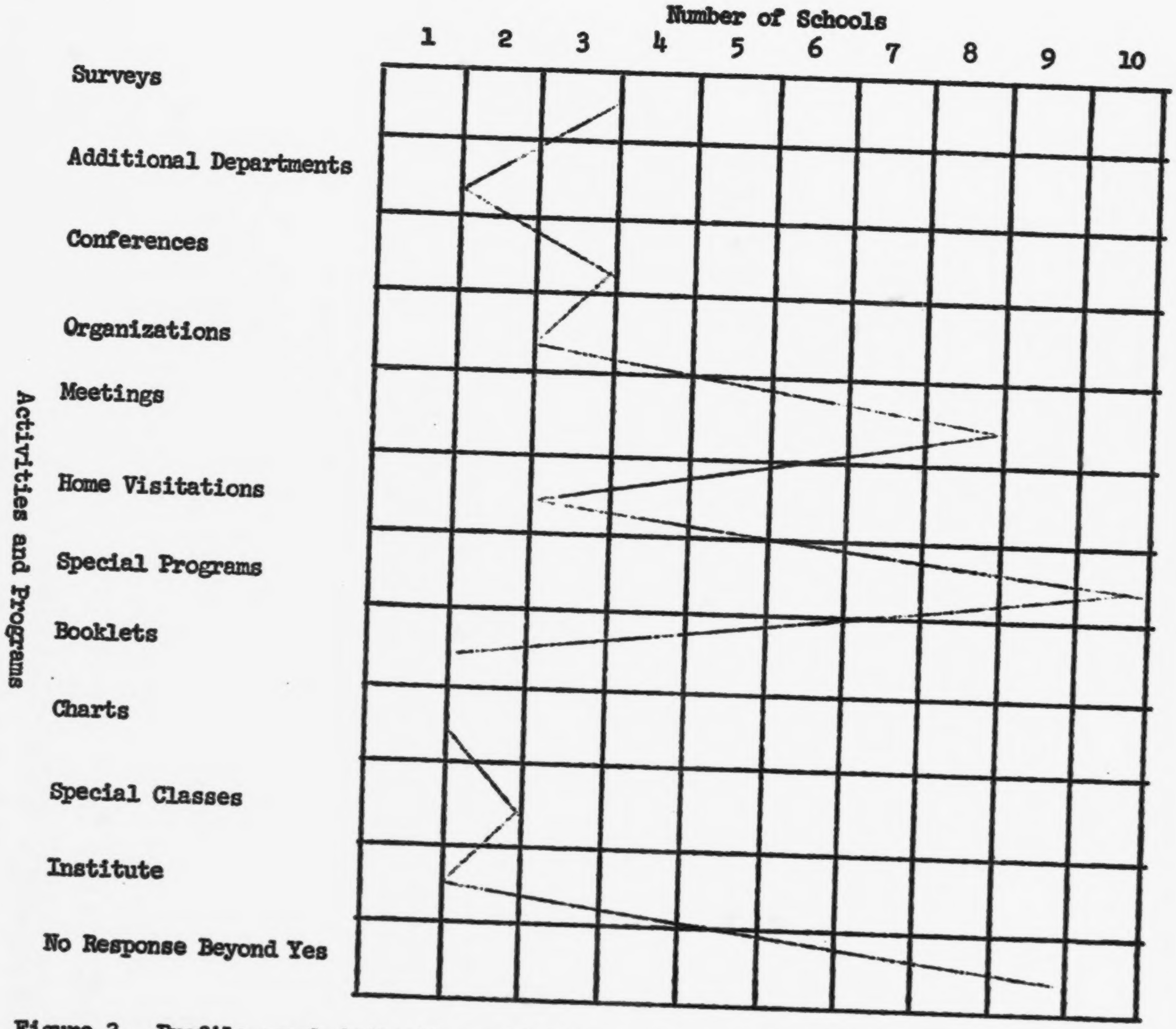


Figure 3. Profile graph indicating activities and programs instituted by high schools to involve parents and the community in the vocational and occupational aspects of their guidance program.

Most schools indicated that they were operating a follow-up program prior to the conference (a number of the states represented require such programs); a few programs were expanded as a direct result of the conference. The questionnaire was most often used by the schools in their follow-up studies. Conferences with employers and college administrators were used in a number of instances to supplement the questionnaires. While most schools studied its drop outs as well as its graduates, a significant number studied only the graduates who attended college.

Follow-up studies are a significant part of the school guidance program only when the results are used advantageously by the school conducting them. Most schools reported that they used these studies to assess their strengths and weaknesses in the areas of teaching and the curriculum. Others mentioned their use of the follow-up study to re-evaluate their guidance programs. As a result of the information gained from such studies, several schools adapted their counseling programs more effectively to the needs of individual students and were better able to place them before and after graduation.

The returned questionnaires are but one small indication of the persuasive influence of the conference. The increase of concern and commitment is evidenced by the sharp increase of students applying for college from these schools and the active involvement of many staff members in career and development counseling. In addition, the volume of correspondence relating to occupational information has quadrupled since the conference.

Employment Trends and School Enrollment

According to the U. S. Census report for 1960, the current employment trends in the seven southern states represented at the vocational and occupational conference are very similar to those found throughout the country. The statistics reveal that non-whites suffer much more unemployment than do whites, and youthful workers have a more difficult time gaining employment than do older workers (see tables 1-7).

The deprivation of the Negro worker is reflected not only in his inability to get work, as evidenced in the high rate of unemployment among this group, but in the type of work he get when employed. Today, 22 per cent of all unemployed persons are Negroes, although Negroes constitute only 11 per cent of the nation's labor force. Whether the lower employment rates of non-whites is a function of poor educational opportunities, lack of experience and training or discrimination, it is apparent that in the South too, non-white workers follow the national pattern of being concentrated in the lower manual occupations.

In the case of all workers, the trend in unemployment shows that the groups suffering most from the changing structure of the labor market are those possessing the lowest skills and the poorest education.[1] Perhaps this is so because it appears that most programs of schools attended by Negroes in the South are not sufficiently orientated in the direction of furthering the student's knowledge of vocational and occupational information, particularly with reference to jobs in government and industry. The supplementary data on the enrollment of schools represented in the conference illustrate the minimum persons to be affected by its proceedings, one of the purposes of which was to help alleviate some of the aforementioned conditions and problems.

---

[1] Statement by W. Wirtz, Secretary of Labor, July 8, 1963

ENROLLMENT OF PARTICIPATING SCHOOLS BY STATE

ALABAMA

School	Enrollment	Female	Male	Eleventh Grade	Twelfth Grade
1. Westfield High (Birmingham)	929	427	457	250	210
2. West Highland High (Fayette)	573	291	282	69	33
3. Lakeside High (Decatur)	518	254	264	52	53
4. G. Washington High (Mt.Meigs)	962	482	480	62	50
5. Tipton High (Selma)	840	421	419	47	44
6. T.I. High School(Tuskegee Institute)	1,312	678	634	244	212
7. U.S. Jones High (Demopolis)	1,079	545	534	58	60
8. North Serinter High (York)	705	342	363	50	41
9. Deborah Cannon Wolfe High (Shorter)	331	167	164	61	27
10. Trenholm High (Tuscumbia)	600	279	303	22	18
11. Wm. H. Council High (Huntsville)	1,115	552	563	100	70
12. Trinity High (Athens)	656	336	320	129	96
13. Darden High (Opelika)	515	243	272	73	55
14. Rosendale (Homewood)	312	165	147	46	55
15. B.Washington High (Montgomery)	594	316	278	185	126
16. Bibb Co. Trng.School (Centreville)	532	274	258	76	47
17. T.V. McCoo (Eufaula)	489	263	226	73	63
18. Brighton High (Brighton)	1,060	558	502	206	163
19. Cooperville High (Enterprise)	405	209	196	53	38
20. G.W.Carver High (Montgomery)	1,038	583	455	343	254
21. G.W.Carver Jr. High (Montgomery)	891	450	441	....	....
22. Pike City High (Brundidge)	955	466	489	56	48
23. Robert R. Moton (Leeds)	541	230	311	69	56
24. Hooper City High (Sayreton)	1,468	716	752	352	159
25. St. Elmo High (St. Elmo)	555	306	249	108	54
26. Burrell Slater (Florence)	527	267	260	68	46
27. Western Olin High (Birmingham)	1,514	722	792	330	304
28. Barbour Co. Trng. (Clayton)	683	393	290	60	38
29. Cobb Avenue High (Anniston)	1,316	640	676	166	125

ENROLLMENT OF PARTICIPATING SCHOOLS BY STATE (Continued)
(Alabama)

	School	Enrollment	Female	Male	Eleventh Grade	Twelfth Grade
30.	Carver (Birmingham)	1,557	753	804	101	169
31.	Marengo (Dixon)	608	326	282	71	59
32.	Carol W. Hayes (Birmingham)	1,312	669	643	302	185
33.	Walker County Training (Jasper)	567	276	307	52	48
34.	Central High School (Mobile)	1,634	866	768	557	476
	TOTAL	28,693	14,465	14,181	4,491	3,482

TABLE 5

EMPLOYMENT STATUS, BY COLOR AND SEX - 1940-1960

STATE OF ALABAMA

Employment Status and Sex	1960			1950			1940		
	TOTAL	WHITE	NON-WHITE	TOTAL	WHITE	NON-WHITE	TOTAL	WHITE	NON-WHITE
BOTH SEXES									
Population, All Ages............	3,266,740	2,283,617	983,123	3,061,743	2,079,591	982,152	2,832,961	1,849,097	983,864
Total, 14 Years Old and Over...	2,217,508	1,608,542	608,966	2,118,713	1,472,844	645,869	1,979,481	1,310,429	669,052
Labor Force....................	1,152,736	841,290	311,446	1,085,226	741,499	343,727	1,017,188	635,902	381,286
Armed Forces...................	22,761	21,328	1,433	8,820	8,316	504	3,000	2,970	30
Civilian Labor Force...........	1,129,975	819,962	310,013	1,076,406	733,183	343,223	1,014,188	632,932	381,256
Employed.......................	1,065,897	781,822	284,075	1,031,306	706,612	324,694	890,848	552,674	338,174
Unemployed.....................	64,078	38,140	25,938	45,100	26,571	18,529	123,340	80,258	43,082
Percent of Civilian Labor Force	5.7	4.7	8.4	4.2	3.6	5.4	12.2	12.7	11.3
Not in Labor Force.............	1,064,772	767,252	297,520	1,033,487	731,345	302,142	962,293	674,527	287,766
MALE									
Population, All Ages............	1,591,645	1,124,333	467,312	1,502,640	1,032,714	469,926	1,399,901	926,996	472,905
Total, 14 Years Old and Over...	1,059,609	780,009	279,600	1,024,915	723,372	301,543	969,235	652,983	316,252
Labor Force....................	779,355	591,537	187,818	796,536	568,647	227,884	776,145	520,183	255,962
Armed Forces...................	21,169	19,903	1,266	8,499	8,042	457	3,000	2,970	30
Civilian Labor Force...........	758,186	571,634	186,552	788,037	560,605	227,432	773,145	517,213	255,432
Employed.......................	715,747	545,745	170,002	755,249	540,674	214,575	679,366	459,836	224,530
Unemployed.....................	42,439	25,889	16,550	32,788	19,931	12,857	93,779	62,377	31,402
Percent of Civilian Labor Force	5.6	4.5	8.9	4.2	3.6	5.7	12.1	12.1	12.3
Not in Labor Force.............	280,254	188,472	91,782	228,379	154,725	73,654	193,090	132,800	60,290
FEMALE									
Population, All Ages............	1,675,095	1,159,284	515,811	1,559,103	1,046,877	512,226	1,433,060	922,101	510,959
Total, 14 Years Old and Over...	1,157,899	828,533	329,366	1,043,796	749,472	344,326	1,010,246	657,446	353,800
Labor Force....................	373,381	249,753	123,628	288,690	172,852	115,838	241,043	115,719	125,324
Armed Forces...................	1,592	1,425	167	321	274	47	...	...	...
Civilian Labor Force...........	371,789	248,328	123,461	288,369	172,578	115,791	241,043	115,719	125,324
Employed.......................	350,150	236,077	114,073	276,057	165,938	110,119	211,482	97,838	113,644
Unemployed.....................	21,639	12,251	9,388	12,312	6,640	5,672	18,804	9,139	9,665
Percent of Civilian Labor Force	5.8	4.9	7.6	4.3	3.8	4.9	12.3	15.5	9.3
Not in Labor Force.............	784,518	578,780	205,738	805,108	576,620	228,486	769,203	541,727	227,476

Source: U. S. Bureau of the Census. U. S. Census of Population: 1960. General Social and Economic Characteristics Final Report PC (1) - 2¼C
U. S. Government Printing Office, Washington, D.C., 1962, Table.

ARKANSAS

	School	Enrollment	Female	Male	Eleventh Grade	Twelfth Grade
1.	A. L. Reed (Dumas)	504	249	255	59	52
2.	Smackover Trng.Sch. (Smackover)	354	148	206	25	16
	TOTALS	858	397	461	84	68

GRAND TOTALS

		Number
1.	Schools	85
2.	Students	67,605
3.	Male Students	35,926
4.	Female Students	37,598
5.	Jr. Students	13,264
6.	Sr. Students	10,004
7.	States	7

TABLE 7

EMPLOYMENT STATUS, BY COLOR AND SEX - 1940-1960

STATE OF ARKANSAS

EMPLOYMENT STATUS AND SEX	1960			1950			1940		
	TOTAL	WHITE	NON-WHITE	TOTAL	WHITE	NON-WHITE	TOTAL	WHITE	NON-WHITE
BOTH SEXES									
Population, All Ages............	1,786,272	139,193	390,079	1,909,511	1,481,507	428,004	1,949,387	1,466,084	483,303
Total, 14 Years Old and Over....	1,249,421	1,008,956	240,465	1,335,053	1,049,729	285,324	1,387,930	1,046,583	341,347
Labor Force.....................	509,688	498,208	111,480	647,627	505,673	141,954	678,859	498,079	180,780
Armed Forces....................	8,204	7,759	445	1,503	1,438	65	1,000	1,000	...
Civilian Labor Force............	601,484	490,449	111,035	646,124	504,235	141,889	677,859	497,079	180,780
Employed........................	565,491	464,563	100,928	615,796	485,412	130,384	582,944	421,762	161,182
Unemployed......................	35,993	25,886	10,107	30,328	18,823	11,505	94,915	75,317	19,598
Percent of Civilian Labor Force.	6.0	5.3	9.1	4.7	3.7	8.1	14.0	15.2	10.8
Not in Labor Force..............	639,733	510,748	128,985	687,426	544,056	143,370	709,071	548,504	160,567
MALE									
Population, All Ages............	878,884	690,691	188,183	951,534	743,614	207,920	982,916	744,238	238,678
Total, 14 Years Old and Over....	506,408	493,635	112,773	459,656	523,148	136,508	699,344	531,478	169,866
Labor Force.....................	424,290	354,134	72,156	505,212	401,311	103,701	562,775	425,035	137,740
Armed Forces....................	8,170	7,736	434	1,353	1,297	56	1,000	1,000	...
Civilian Labor Force............	418,120	346,498	71,722	503,859	400,014	103,645	561,775	424,035	137,740
Employed........................	394,839	329,259	65,580	481,888	395,309	96,579	484,846	362,136	122,710
Unemployed......................	23,281	17,139	6,142	21,971	14,705	7,260	76,929	61,897	15,030
Percent of Civilian Labor Force.	5.6	4.9	8.6	4.4	3.7	7.0	13.7	14.6	10.9
Not in Labor Force..............	180,118	139,501	40,617	154,444	121,837	32,607	136,569	106,443	30,126
FEMALE									
Population, All Ages............	907,388	705,502	201,886	957,977	737,893	320,084	966,471	721,846	244,625
Total, 14 Years Old and Over....	643,013	515,321	127,692	675,397	526,581	148,816	688,586	515,105	173,481
Labor Force.....................	183,398	144,074	39,324	142,415	104,362	38,053	116,084	73,044	43,040
Armed Forces....................	34	23	11	150	141	9	...	....	...
Civilian Labor Force............	183,364	144,051	39,313	142,265	104,221	38,044	116,084	73,044	43,040
Employed........................	170,652	135,304	35,348	133,908	100,103	33,805	98,098	59,626	38,472
Unemployed......................	12,712	8,747	3,965	8,357	4,118	4,239	17,986	13,418	4,568
Percent of Civilian Labor Force.	6.9	6.1	10.1	5.9	4.0	11.1	15.5	18.4	10.6
Not in Labor Force..............	495,615	371,247	88,368	532,982	422,219	110,763	527,502	442,061	130,441

Source: U. S. Bureau of the Census. U. S. Census of Population: ;960. General Social and Economic Characteristics Final Report PC (1) - 24C
U. S. Government Printing Office, Washington, D. C., 1962, Table.

FL[illegible]
FLORIDA

	School	Enrollment	Female	Male	Eleventh Grade	Twelfth Grade
1.	Roulhoc High School (Chipley)	505	100	122	27	30
2.	Washington Sr. High School (Pensacola)	1,187	620	567	386	299
3.	T. R. Jackson High School (Milton)	559	273	286	22	20
4.	Howard W. Blake High School (Tampa)	938	448	490	185	165
5.	Union Grove High School (Marianna)	723	371	352	51	44
6.	G. W. Carver High School (Century)	528	269	259	21	23
7.	Miami Sr. High School (Miami)	3,411	1,761	1,650	1,150	977
8.	Dillars High School (Fort Lauderdale)	1,388	755	633	262	162
	Total	9,239	4,597	4,359	2,104	1,720

TABLE 2

STATE OF FLORIDA

EMPLOYMENT STATUS, BY COLOR AND SEX - 1940-1960

Employment Status and Sex	1960			1950			1940		
	TOTAL	WHITE	NON-WHITE	TOTAL	WHITE	NON-WHITE	TOTAL	WHITE	NON-WHITE
BOTH SEXES									
Population, All Ages........	4,952,788	4,063,309	889,479	2,771,305	2,166,051	605,254	1,897,414	1,381,986	515,428
Total, 14 Years Old and Over	3,558,427	2,992,286	566,141	2,083,290	1,650,666	432.624	1,456,519	1,069,537	386,982
Labor Force................	1,886,833	1,524,757	362,076	1,098,781	830,748	268,033	786,804	534,209	252,595
Armed Forces................	75,930	72,387	3,543	41,302	38,690	12,612	5,500	5,440	60
Civilian Labor Force........	1,810,903	1,452,370	358,533	1,057,479	792,058	265,421	781,304	528,769	252,535
Employed....................	1,719,591	1,385,243	334,348	1,009,615	758,393	251,222	677,833	458,055	219,778
Unemployed..................	91,312	67,127	24,185	41,804	33,665	14,199	103,471	70,714	32,757
Percent of Civilian Labor Force....	5.0	4.6	6.7	4.5	4.3	5.3	13.2	13.4	13.0
Not in Labor Force..........	1,671,594	1,467,529	204,065	984,509	819,918	164,591	669,715	535,328	134,387
MALE									
Population, All Ages........	2,436,365	1,999,774	436,591	1,366,917	1,072,495	294,422	943,123	681,570	253,553
Total, 14 Years Old and Over	1,729,235	1,453,276	275,959	1,018,121	809,591	208,530	720,679	530,529	190,150
Labor Force................	1,251,194	1,040,966	210,228	766,013	602,792	163,221	554,516	402,634	156,882
Armed Forces................	74,890	71,379	3,511	40,604	38,072	2,532	5,500	5,440	60
Civilian Labor Force........	1,176,304	969,587	206,717	725,409	504,720	160,689	549,016	397,194	156,822
Employed....................	1,118,681	925,414	193,267	693,093	540,086	153,007	479,311	344,997	134,314
Unemployed..................	51,623	44,173	13,450	32,316	24,634	7,682	74,705	52,197	22,508
Percent of Civilian Labor Force.....	4.9	4.6	6.5	4.5	4.4	4.8	13.5	13.1	14.4
Not in Labor Force..........	478,041	412,310	65,731	252.108	206,799	45,309	161,163	127,895	33,268
FEMALE									
Population, All Ages........	2,516,423	2,063,535	452,888	1,404,388	1,093,556	310,832	954,291	692,416	261,875
Total, 14 Years Old and Over	1,829,192	1,539,010	290,182	1,065,169	841,075	224,094	735,840	539,008	196,832
Labor Force................	635,639	483,791	151,848	322,768	227,956	104,812	227,228	131,575	95,713
Armed Forces................	1,040	1,008	32	698	618	80	...	....	...
Civilian Labor Force........	634,599	482,783	151,816	322,070	227,338	104,732	227,228	131,575	95,713
Employed....................	600,910	459,829	141,081	316,522	218,307	98,215	198,522	113,058	85,464
Unemployed..................	33,689	22,954	10,735	15,548	9,031	6,517	28,766	18,517	10,249
Percent of Civilian Labor Force....	5.3	4.8	7.1	4.7	4.0	6.2	12.7	14.1	10.7
Not in Labor Force..........	1,193,553	1,055,219	138,334	732,401	613,119	119;282	508,552	407,433	101,119

Source: U. S. Bureau of the Census. U. S. Census of Population: 1960. General Social and Economic Characteristics Final Report PC(1) - 24C
U. S. Government Printing Office, Washington, D. C., 1962, Table.

GEORGIA

School	Enrollment	Female	Male	Eleventh Grade	Twelfth Grade
1. Mary Johnson (Franklin)	386	198	188	23	24
2. Ballard Hudson (Macon)	2100	1265	835	312	253
3. Ralph J. Bunch Elem. (Woodline)	638	296	342	67	46
4. Drexel Catholic (Atlanta)	91	....	....	....	....
5. Ralph J. Bunch (Canton)	300	137	163	25	10
6. Lemon St. High (Marietta)	448	210	238	82	72
7. East Depot St. (LaGrange)	549	286	263	68	65
8. Central High (Newman)	834	439	395	187	130
9. A. Splight High (Ft. Gaines)	204	116	88	58	35
10. Henry M. Turner (Atlanta)	2000	970	1030	316	241
11. Lucy C. Laney (Augusta)	1141	580	563	514	388
12. Carver Vocational (Atlanta)	1161	456	705	208	128
13. Muscogee Area Vocational Training (Columbus)	98	39	59	98	Graduated
14. Appling Co. (Baxley)	796	....	....	32	31
15. Center High (Waycross)	848	427	421	139	96
16. Hamilton (Scottdale)	593	380	213	70	60
TOTAL	12,187	5,799	5,603	2,199	1,479

TABLE 1

EMPLOYMENT STATUS, BY COLOR AND SEX - 1940-1960

STATE OF GEORGIA

Employment Status and Sex	TOTAL	WHITE	NON-WHITE	TOTAL	WHITE	NON-WHITE	TOTAL	WHITE	NON-WHITE
BOTH SEXES									
Population, All Ages............	3,942,936	2,818,038	1,124,898	3,444,578	2,380,577	1,064,001	3,123,723	2,038,378	1,085,445
Total, 14 Years Old and Over....	2,688,197	1,986,850	701,347	2,415,701	1,710,813	704,888	2,232,132	1,484,287	747,845
Labor Force.....................	1,515,829	1,123,958	391,871	133,924	927,211	409,713	1,225,705	772,870	452,835
Armed Forces....................	65,885	60,176	5,709	37,670	34,837	2,833	14,800	13,510	1,290
Civilian Labor Force............	1,449,944	1,063,787	386,162	1,299,254	892,374	406,880	1,210,905	759,360	451,545
Employed........................	1,385,047	1,023,076	361,971	1,254,935	866,296	388,369	1,092,612	682,829	409,783
Unemployed......................	64,897	40,706	2,491	44,319	26,078	18,241	118,293	76,531	41,762
Percent of Civilian Labor Force.	4.5	3.8	6.3	3.4	2.9	4.5	9.8	10.1	9.2
Not in Labor Force..............	1,172,368	862,892	309,476	1,078,777	783,602	275,175	1,006,427	711,417	295,010
MALE									
Population, All Ages............	1,925,957	1,392,040	333,917	1,688,667	1,182,717	505,950	1,534,758	1,016,688	518,070
Total, 14 Years Old and Over....	1,290,246	968,179	322,067	1,168,086	841,547	326,539	1,084,971	735,026	349,945
Labor Force.....................	990,432	761,255	229,177	941,003	678,857	262,146	889,789	597,987	291,802
Armed Forces....................	65,189	59,579	5,610	36,936	34,191	2,745	14,800	13,510	1,290
Civilian Labor Force............	925,243	701,676	223,567	904,067	644,666	259,401	874,989	584,477	290,512
Employed........................	889,403	678,641	210,762	877,207	627,620	249,587	791,894	529,705	262,189
Unemployed......................	35,840	23,035	12,805	26,860	17,046	9,814	83,095	54,772	28,323
Percent of Civilian Labor Force.	3.9	3.3	5.7	5.0	2.6	3.8	9.5	9.4	9.7
Not in Labor Force..............	299,814	206,924	92,890	227,083	162,690	64,393	195,182	137,037	58,143
FEMALE									
Population, All Ages............	2,016,979	1,425,998	590,981	1,755,411	1,197,860	558,051	1,588,965	1,021,590	567,375
Total, 14 Years Old and Over....	1,397,951	1,018,671	378,280	1,247,615	869,266	378,349	1,147,161	749,261	397,900
Labor Force.....................	525,397	362,703	162,694	395,921	248,354	147,567	335,916	174,883	161,033
Armed Forces....................	696	597	99	734	646	88	...	...	...
Civilian Labor Force............	524,701	362,106	162,595	395,187	247,708	149,479	335,916	174,883	161,033
Employed........................	495,644	344,435	151,209	377,728	238,676	139,052	300,718	153,124	147,594
Unemployed......................	29,057	17,671	11,386	17,459	9,032	8,427	35,198	21,759	13,439
Percent of Civilian Labor Force.	5.5	4.9	7.0	4.4	3.6	5.7	10.5	12.4	8.3
Not in Labor Force..............	772,554	655,968	216,586	351,694	620,912	230,782	811,245	574,378	236,867

Source: U. S. Bureau of the Census. U. S. Census of Population: 1960. General Social and Economic Characteristics Final Report PC (1) - 24C U. S. Government Printing Office, Washington, D. C., 1962, Table.

LOUISIANA

	School	Enrollment	Female	Male	Eleventh Grade	Twelfth Grade
1.	Bethune Jr-Sr. High School (Shreveport)	1,219	605	614	161	122
2.	Central High School (Calhoun)	303	151	152	18	15
3.	Esther Toombes High School (Delhi)	788	390	398	46	42
4.	B. T. Washington Sr. High School (New Orleans)	2,031	1,093	938	693	432
5.	Notre Dame High School (Shreveport)	286	149	137	70	58
6.	Richwood High School (Monroe)	662	350	312	136	88
7.	Eula D. Britton High School (Rayville)	1,367	900	467	93	71
8.	Morehouse High School (Bastrop)	496	249	247	109	96
9.	Richardson High School (West Monroe)	236	116	120	44	47
	Total	7,388	4,003	3,385	1,370	971

TABLE 6

STATE OF LOUISIANA

EMPLOYMENT STATUS, BY COLOR AND SEX - 1940-1960

Employment Status and Sex	1960			1950			1940		
	TOTAL	WHITE	NON-WHITE	TOTAL	WHITE	NON-WHITE	TOTAL	WHITE	NON-WHITE
BOTH SEXES									
Population, All Ages.........	3,257,022	2,211,954	1,045,068	2,683,516	1,796,683	886,833	2,363,880	1,511,739	852,141
Total, 14 Years Old and Over	2,164,411	1,522,692	641,719	1,882,568	1,294,491	588,077	1,710,446	1,112,753	597,693
Labpr Force..................	1,092,385	774,761	317,624	928,626	635,786	292,840	884,164	546,160	338,004
Armed Forces.................	19,099	17,766	1,333	10,824	10,079	745	3,200	3,180	20
Civilian Labor Force.........	1,073,286	756,995	316,219	917,802	625,707	292,095	880,964	542,980	337,984
Employed.....................	1,007,812	721,673	286,139	875,608	602,368	273,240	767,942	473,603	294,339
Unemployed...................	65,474	35,322	30,152	42,194	23,339	18,855	113,022	69,377	43,645
Percent of Civilian Labor Force.....	6.1	4.7	9.5	4.6	3.7	6.5	12.8	12.8	12.9
Not in Labor Force...........	1,072,026	747,931	324,095	953,942	658,705	295,237	826,282	566,593	259,689
MALE									
Population, All Ages.........	1,591,637	1,090,567	501,070	1,319,166	891,914	427,252	1,172,382	757,379	415,003
Total, 14 Years Old and Over	1,037,354	738,808	298,546	914,015	636,518	277,497	842,817	555,041	287,776
Labor Force..................	756,410	561,497	194,913	690,072	491,276	198,796	674,558	440,258	234,300
Armed Forces.................	18,875	17,554	1,321	10,646	9,930	716	3,200	3,180	20
Civilian Labor Force.........	737,535	543,943	193,592	679,426	481,346	198,080	671,358	437,078	234,280
Employed.....................	690,927	517,304	173,623	646,496	461,958	184,538	584,701	383,108	201,593
Unemployed...................	46,608	26,639	19,969	32,930	19,388	13,542	86,657	53,970	32,687
Percent of Civilian Labor Force.....	6.3	4.9	10.3	4.8	4.0	6.8	12.9	12.3	14.0
Not in Labor Force...........	280,944	177,311	103,633	223,943	145,242	78,701	168,259	114,783	53,476
FEMALE									
Population, All Ages.........	1,665,385	1,121,387	543,998	1,364,350	904,769	459,581	1,191,498	754,360	437,138
Total, 14 Years Old and Over	1,127,057	783,884	343,173	968,553	657,973	310,580	867,629	557,712	309,917
Labor Force..................	335,975	213,264	122,711	238,554	144,510	94,044	209,606	105,902	103,704
Armed Forces.................	224	212	12	178	149	29	...	...	...
Civilian Labor Force.........	335,751	213,052	122,699	238,376	144,361	94,015	209,606	105,902	103,704
Employed.....................	316,885	204,369	112,516	229,112	140,410	88,702	183,241	90,495	92,746
Unemployed...................	18,866	8,683	10,183	9,264	3,951	5,313	26,365	15,407	10,958
Percent of Civilian Labor Force.....	5.6	4.1	8.3	3.9	2.7	5.7	12.6	14.5	10.6
Not in Labor Force...........	791,082	570.620	220,462	729,999	513,463	216,536	658,023	451,810	206,213

Source: U. S. Bureau of the Census. U. S. Census of Population: 1960. General Social and Economic Characteristics Final Report PC(1)-- 24C U. S. Government Printing Office, Washington, D. C., 1962, Table.

SOUTH CAROLINA

	School	Enrollment	Female	Male	Eleventh Grade	Twelfth Grade
1.	C.A.Johnson High (Columbia)	1431	741	690	479	258
2.	Carver High (Spartanburg)	1240	667	573	142	115
3.	Bonds-Wilson High (Charleston Hts.)	1639	821	818	232	187
4.	Sterling High (Greenville)	1658	832	826	249	201
5.	Martha Schofield (Aiken)	1415	723	692	172	140
6.	J.S. Wright High (Abbeville)	554	308	246	110	79
7.	Jefferson High (Bath)	798	393	405	96	60
8.	Burke High (Charlestnn)	1562	781	781	310	241
9.	Robert Smalls High (Beaufort)	842	403	439	209	124
10.	Ridge Hill High (Ridge Spring)	380	204	180	57	58
11.	Fairfax Training School (Fairfax)	735	380	355	29	25
12.	Senis High (Union S.C.)	1069	542	527	241	170
	TOTAL	13,293	6,795	6,532	2,326	1,658

EMPLOYMENT STATUS, BY COLOR AND SEX - 1940-1960

STATE OF SOUTH CAROLINA

Employment Status and Sex	1960			1950			1940		
	TOTAL	WHITE	NON-WHITE	TOTAL	WHITE	NON-WHITE	TOTAL	WHITE	NON-WHITE
BOTH SEXES									
Population, All Ages............	2,382,594	1,550,632	831,962	2,117,027	1,293,405	823,622	189,804	1,084,308	815,496
Total, 14 Years Old and Over....	1,579,356	1,087,004	492,352	1,421,466	914,058	506,418	1,302,783	775,384	527,399
Labor Force.....................	896,246	635,893	260,353	798,177	512,557	295,620	730,780	415,481	315,299
Armed Forces....................	57,945	53,619	4,326	16,111	15,381	730	5,500	5,460	40
Civilian Labor Force............	838,301	582,274	256,027	782,066	497,176	284,890	725,280	410,021	315,259
Employed........................	803,733	562,379	241,354	755,378	482,876	272,502	655,573	366,842	288,731
Unemployed......................	34,568	19,895	14,673	26,688	14,300	12,388	69,707	43,179	26,528
Percent of Civilian Labor Force.	4.1	3.4	5.7	3.4	2.9	4.3	9.6	10.5	8.4
Not in Labor Force..............	683,110	451,111	231,999	623,289	402,491	220,798	572,003	359,903	212,100
MALE									
Population, All Ages............	1,175,672	775,070	400,602	1,040,540	643,573	396,967	935,239	540,597	394,642
Total, 14 Years Old and Over....	768,556	538,551	230,005	688,217	450,339	237,878	634,511	383,794	250,717
Labor Force.....................	585,351	426,778	158,573	552,586	363,591	188,995	515,979	310,085	205,894
Armed Forces....................	57,019	52,742	4,277	15,790	15,104	686	5,500	5,460	40
Civilian Labor Force............	528,332	374,036	154,296	536,796	348,487	188,309	510,479	304,625	205,854
Employed........................	509,156	363,193	145,963	519,764	338,995	180,769	461,273	275,528	185,745
Unemployed......................	19,176	10,843	4,333	17,032	9,492	7,540	49,206	29,087	20,109
Percent of Civilian Labor.......	3.6	2.9	5.4	3.2	2.7	4.0	9.6	9.6	9.8
Not in Labor Force..............	183,205	111,773	71,432	135,631	86,748	48,883	118,532	73,709	44,823
FEMALE									
Population, All Ages............	1,206,922	775,562	431,360	1,076,487	649,832	426,655	964,565	543,711	420,854
Total, 14 Years Old and Over....	810,800	548,453	262,347	733,249	464,709	268,540	668,272	391,590	276,682
Labor Force.....................	310,895	209,115	101,780	245,591	148,966	96,625	214,801	105,396	109,405
Armed Forces....................	926	877	49	321	277	44	...	...	...
Civilian Labor Force............	309,969	208,238	101,731	245,270	148,689	96,581	214,801	105,396	109,405
Employed........................	294,577	199,186	95,391	235,614	143,881	91,733	194,300	91,314	102,986
Unemployed......................	15,392	9,052	6,340	9,656	4,808	4,848	20,501	14,082	6,419
Percent of Civilian Labor Force.	5.0	4.3	6.2	3.9	3.2	5.0	9.5	13.4	5.9
Not in Labor Force..............	499,905	339,338	160,567	487,658	315,743	171,915	453,471	286,194	167,277

Source: U.S. Bureau of the Census. U.S. Census of Population: 1960. General Social and Economic Characteristics Final Report PC (1) - 24C
U.S. Government Printing Office, Washington, D.C., 1962, Table.

TENNESSEE

	School	Enrollment	Female	Male	Eleventh Grade	Twelfth Grade
1.	Booker Washington High School (Memphis)	1,834	1,031	803	556	455
2.	Holloway High School (Murfreesboro)	431	201	230	94	78
3.	Bridgeforth High School (Pulaski)	246	122	124	42	59
4.	Meigs High School (Nashville)	436	188	248	61	34
	Total	2,947	1,542	1,405	753	626

TABLE 3

EMPLOYMENT STATUS, BY COLOR AND SEX - 1940-1960

STATE OF TENNESSEE

Employment Status and Sex	1960			1950			1940		
	TOTAL	WHITE	NON-WHITE	TOTAL	WHITE	NON-WHITE	TOTAL	WHITE	NON-WHITE
BOTH SEXES									
Population, All Ages	3,567,089	2,977,953	589,136	3,291,718	2,760,259	531,461	2,915,841	2,406,906	508,935
Total, 14 Years Old and Over	24,999,344	2,121,042	378,302	2,358,939	1,978,703	380,234	2,119,300	1,739,575	379,725
Labor Force	1,313,945	1,109,687	204,258	1,199,609	989,828	209,781	1,071,904	847,840	224,064
Armed Forces	24,544	22,667	1,877	17,541	16,077	1,464	300	300	...
Civilian Labor Force	1,289,401	1,087,020	202,381	1,182,068	973,751	208,317	1,071,604	847,540	224,064
Employed	1,222,257	1,033,046	189,211	1,135,646	939,586	196,060	941,414	747,518	193,896
Unemployed	67,144	53,974	13,170	46,422	34,165	12,257	130,190	100,022	30,168
Percent of Civilian Labor Force	5.2	5.0	6.5	3.9	3.5	5.9	12.1	11.8	13.5
Not in Labor Force	1,185,399	1,011,355	174,044	1,159,328	988,875	170,453	1,047,396	891,735	155,661
MALE									
Population, All Ages	1,740,345	1,459,844	281,351	1,623,107	1,367,126	255,981	1,445,829	1,199,580	246,249
Total, 14 Years Old and Over	1,198,844	1,022,796	176,048	1,149,299	968,749	180,550	1,042,116	860,330	181,786
Labor Force	887,395	765,628	121,767	888,935	751,338	137,597	830,668	683,776	146,892
Armed Forces	24,286	22,421	1,865	17,212	15,780	1,432	300	300	...
Civilian Labor Force	863,109	743,207	119,902	871,723	735,558	136,165	830,368	863,476	146,892
Employed	819,039	707,083	111,956	839,122	710,749	128,373	722,903	602,237	125,666
Unemployed	44,070	36,124	7,946	32,601	24,809	7,792	102,465	81,239	21,226
Percent of Civilian Labor Force	5.1	4.9	6.6	3.7	3.4	5.7	12.3	11.9	14.5
Not in Labor Force	311,449	257,168	54,281	260,364	217,411	42,953	211,448	176,554	34,894
FEMALE									
Population, All Ages	1,826,744	1,518,959	307,785	1,668,611	1,393,131	275,480	1,470,012	1,207,326	262,686
Total, 14 Years Old and Over	1,300,500	1,098,246	202,254	1,209,638	1,009,954	199,684	1,077,164	879,245	197,939
Labor Force	426,550	344,059	82,491	310,674	238,490	72,184	241,236	164,046	77,172
Armed Forces	258	246	12	329	297	32	...	...	...
Civilian Labor Force	426,292	343,813	82,479	310,345	238,193	72,152	241,236	164,046	77,172
Employed	403,218	325,963	77,255	296,524	228,837	67,687	213,511	145,281	68,230
Unemployed	23,074	17,850	5,224	13,821	9,356	4,465	27,725	18,783	8,942
Percent of Civilian Labor Force	5.4	5.2	6.3	4.5	3.9	6.2	11.5	11.4	11.6
Not in Labor Force	873,950	754,187	119,763	898,964	771,464	127,500	835,948	715,181	120,767

Source: U. S. Bureau of the Census. U. S. Census of Population: 1960. General Social and Economic Characteristics Final Report PC (1) - 24C
U.S. Government Printing Office, Washington, D.C., 1962, Table.

SPEECHES AND REACTIONS

GREETING AND BRIEF REMARKS

Dr. Herbert A. Wilson
Director of Institutional Development
Tuskegee Institute

Dean Phillips, Ladies and Gentlemen: I suppose it would be an understatement to say that we are very happy you are on our campus because I cannot think of any college or university that would not welcome with open arms an opportunity to have on their campus high school counselors and principals.

I think all of us have similar concerns and sometimes identical ones which are associated with an exciting era characterized by scientific, technological, social, economic and political revolutions. I suppose all of these are related and in spite of many negative aspects of these revolutions, this exciting era offers unparalleled opportunities for youth of this generation especially for those who have previously had very limited opportunities.

Since men conceived the idea of democracy the almost single focus has been on the individual and his maximum development and personal fulfillment. This frequently ignores any immediate or long term relationship to society. I think the present day demands no less in this pursuit or the pursuit of this worthy ideal, but I think the time has come when individual goals must be related to the good of society. The two must become one. In this day of rapidly expanding opportunity it is not enough to say "I chose this occupation because I think it is what I would like to do." Instead we must take as realistic an approach as may be related to the needs and opportunities of society. Not the least of these is found in government and industry and this will be increasingly so in the future. To state this differently: an individual cannot exist in a vacuum. The best chances for his fulfillment are to study and know the society in which he lives relating his own personal goals to it; hence he makes a two-fold contribution to himself and to society.

This thought I leave with you with the hope that you might have a better and more fruitful conference which is for the good of the public and in the best interest of American youth.

Thank you very much. We are glad to have .you.

PANEL: THE ROLE OF THE HIGH SCHOOL IN PREPARING STUDENTS FOR EMPLOYMENT

Mr. Samuel Danley, Bureau of Employment Security,
U.S. Department of Labor, Washington, D. C.

Dean Phillips, Fellow Panelists, Principals and Guidance Counselors from the various high schools; I bring you greetings from the United States Department of Labor and from the Bureau of Employment Security.

You know that much of what we do on the Bureau and in the Department of Labor is determined largely by what you, the citizens request us to do. We are pleased that you have called upon us. In addition, it is a double pleasure for me to be here, not only as a staff member representing the federal government, but also as an interested individual visiting Tuskegee Institute--an historical spot where Booker T. Washington established vocational education or popularized vocational education here in the United States; and where Dr. Carver discovered more relationships with the peanut and sweet potato and has contributed more to our culture in that regard than any other man. Then too, if only to share in a small way in the interchange and exchange of information about our fast changing world and what can be done to make our living in it more enjoyable.

The importance to all of us of becoming more fully aware of the world around us its trends and changes cannot be overemphasized. Other than choosing a life mate, I can think of no greater decision confronting our youth today than that of making the choice of their life work and the determining of where they fit into the world of things. Now information exists all around us. We may not see it, or hear it, or learn about it, but if and when we do, it becomes knowledge. In our complex, modern day society, every individual needs to hear more, learn more, and do more. We all need to obtain a great deal of knowledge and skill in order to live, in order to work, and in order to enjoy, evern in a limited way, the manifold pleasures available in our economy.

Youth depend upon our high schools to give them that knowledge and to develop that skill. Now it is not necessary, before such a conference as this, to recite the many, many problems--race prejudice, discrimination, social and economic deprivation -- which the Negro has faced and is facing, and particularly the youth, first, in obtaining, and second, in enjoying the fruits of their efforts.

Our purpose here today, in the light of current and future opportunities, is to determine the best methods we can devise to more effectively prepare our youth to meet these opportunities. There are actions which every American, the schools, the churches, government and groups of individuals can take to direct the attention of youth to the urgent need for their becoming more fully prepared to accept these opportunities. First of all, it appears to me that teachers need to become more aware of and more sensitive to the tremendous changes occurring daily around us. I would like to digress here for just a moment to make this comment. It is very interesting to me. We have just had an opportunity to travel through one of our states and visit some nine different educational institutions and to talk with the teachers. I found only one who could relate (or I should say who did relate) when I requested the information, the subject he was teaching directly to the work-a-day world.

That brings up this point: we are happy that guidance teachers are here today, but it is not the guidance teacher who should be here today--it is the teacher who is teaching the subject. The teacher who is teaching the subject shows the relationship of the subject matter to the work-a-day world and the guidance teacher is the specialist who helps direct the child as to how he may get a job doing that particular thing in which he may be particularly interested.

To me, guidance is a problem for every school teacher, and no school teacher -- is earning her salt, if she cannot relate the work she is teaching to the work-a-day world.

Let us reflect for a moment in our economic and industrial situation. Today, machines can automatically perform routine labor, and this is true of all occupations. We may just as well look to the future. Any occupation which is a routine occupation can be mechanized. Anybody who is preparing just for a routine occupation is preparing for displacement in the future. Current unemployment and displacement figures disclose thousands of workers in America who are unqualified for the current opportunities which are open to them because of displacement by machines, automation, or whatever you wish to call it. They either lack the higher skills needed or their current skills and occupations have become obsolete. Greatest losses by displacement have been in the ranks of unskilled labor and farmers, since farming has also become mechanized. Eighty per cent of the youth in rural and farm areas must look to urban areas for employment opportunities. It would seem to be just a matter of time before all routine, unskilled labor will become mechanized. Think of it -- machines like the computer, the Univac, can very rapidly perform not only routine clerical and mathematical tasks, but complex logical and decision-making tasks, replacing, improving upon, and speeding up, even a thousand-fold, human performances of these tasks.

The latest human function now threatened with displacement through automation is speech. It is possible, by programming a sequence of vibrations of sound waves through a computer, to reproduce simulated speech without using the human voice. Yes, we have a machine today that actually talks and can be heard and understood as well as the human voice.

One of the purposes of this conference, I take it, is to prevent the kind of unemployment and displacement which comes from mechanization, even though a final responsibility for an individual's growth may rest primarily on the initiative of the youth himself. He must be interested and want to learn. Educational and other organizations are in a position to do a great deal to assist and to motivate him in planning for his self-development and even in carrying it out. Those responsible for this conference are to be congratulated for proposing to do more in the way of assisting our youth to' better plan for their self-development. Out of this cooperative effort should come more effective methods that may be devised for more realistically assisting youth, particularly Negro youth, in developing and carrying out their plans for self-improvement.

Lack of knowledge, perhaps, is responsible for more youths--and adults finding themselves in the wrong job and many times without a job, than any other single factor. However you may wish to describe it, or describe this age--The age of Cybernetics, The Machine Age, The Atomic Age, The Electronic Age, The Age of Technology and Automation--as we look to the future, it will be disastrous for anyone to plead ignorance as the reason for his plight. The role of .the high school is clear. Lack of knowledge cannot and should not be used as a reason for failure. Lack of knowledge of the placement service or the employment service should not be given by any principal or any counselor or any teacher in any school as being the reason for the failure to refer drop-outs to the employment service. Lack of knowledge should not be a teacher's reason for his failure to relate his subject to the everyday work life. I repeat, it would be disastrous for our youth -- for any of us here today -- to plead ignorance for our failure to help them in every possible way. It would likewise be disastrous for youth to plead ignorance. There may be reasons, but surely none of us can give ignorance as one of them. It is our moral responsibility and our binding duty, those of us here from agencies which have mutual interest in the sabutory responsibility for training and finding employment for youth, to see to it that all available information and help are given.

Again, I would like to just digress for a moment on this one point, and that is that ideas have power. To illustrate, an automobile at an intersection happened to collide with a train. The trainmen, some four of them with years of experience, got out, looked at the wreck, and came to the wonderful conclusion that the only thing they could do would be to call for the train wrecker to remove the wreck. A little barefoot boy, nine years old, looking on, said, "Ha ha, ha, why don't you let the air out of the tires?" They let the air out of the tires and backed the automobile off the track; the train went on its way before the wrecker got there. I only point to that story for one reason, Ideas Have Power. Experience is not everything, and it matters not how long the school has been doing this, whether you have done this 30, 40, or 50 years. Sure you were successful, that is true, but that may not be the only way to accomplish that objective; so, it is necessary for us to bring new ideas through out of experience. We hope, out of this conference, we will be able to do that.

Now, there is another point that is very necessary here for us to realize. In spite of all the marvels of the airplane, in spite of all the instruments, the skill, knowledge and ability of the pilot, he still must depend upon the guidance of the control tower to make a safe landing in a busy airport. So, too, must the youth of our high schools in this crowded and busy age of cybernetics, depend upon guidance to make a landing in the right job in our economy. The responsibility of our high schools, and of all our schools, as a matter of fact, is clear. The local office of your employment service can play a very important role and will, I am sure, if you call upon them.

It was in 1950 that the employment services to high school graduates gained nationwide acceptance. A formal agreement was developed between the state supervisors of school guidance programs for the State Board of Education - - this includes all states in the United States - - and the state supervisors of employment counseling for the State Employment Services. As a result of this agreement, cooperative arrangements have been made in all states to provide counseling, testing, and job placement services to schools in and on school premises.

While these services are now provided routinely to seniors in accordance with the agreement, in a few instances, they have been extended to other students who need them. In the several states represented here, some Negro high schools have been provided with the service by the local office along with other high schools of the state; but, in some states, only a small percentage of Negro high schools receive this service. If you are not receiving this service, you are urged to check when you return home, and to request it through your nearest local state employment service in the area where your school is located. You are also urged to request counseling service for any student needing it.

Since its inception, the United States Employment Service and its affiliated employment services have been actively concerned with the employment problemsof youth. It is the intent of our national office that all youth be provided with the kind of help that they need in choosing a lifework in keeping with their interest, abilities, and aspiration. We recognize, however, that the job and employment related problems of youth are inextricably bound up with all of the other problems of becoming adults, and that these will ultimately be resolved. When all of the other resources of the entire community are brought into action. For this reason, the employment service endeavors to work as closely as possible with the schools and other organizations in cooperative efforts to bridge this gap between school and work, youth and adulthood.

There are now more than 1900 full-time local employment offices affiliated with the U.S. Employment Service. In addition there are several thousand more offices providing part-time services on an alternate basis, locate primarily in rural areas. One of the most important functions performed by the employment service, which can be of use to high school guidance counselors and teachers is the occupational research program. This program emphasizes job analysis in test development research. Through the study of the structure of jobs, job definitions have been developed, skilled levels defined. The relationships of skills, and the distribution in industry leading to the claffication of jobs and coding structure.

Through job analysis it was discovered that a job was a conbination of tasks. The study of each simple task revealed that it consisted of what was done, how is was done, why it was done, and what was involved. Grouping the single tasks, we have a job. It was also discovered that applicants, other than new entrants into the labor market, presented some job experiences which could be symbocially broken down into tasks and analyzed using the job analysis formula. Once job and experience were analyzed, it became a simple matter to match the elements, and this is what we mean by selection in the employment service. The matching process of similar elements.

The Dictionary of Occupational Titles has more significant occupational and job information than any other single book I know, and I would hope that every single school has one, and I would hope that every single teacher would use it as often as possible.

The next material that is very valuable, of course, to the school teacher, would be The Handbook of Occupational Information. You have seen it out on the desk. It contains information of some five or six hundred occupations, where they are in industry, the trends, and the complete package of information necessary in the field.

The U. S. Employment Service, however, attempts to keep the D.O.T. current by the continual study of the changes taking place daily, in content and combinations of tasks in industry. A complete revision of the dictionary, now in printing, will incorporate more than 3,000 additional jobs, some new to our economy, but all new to the dictionary. It will include the up dating of all the job definitions of the old dictionaries, some 22,000.

Not only has the occupational research program been directed toward analyzing jobs, but also through test research, the analysis of basic abilities and aptitudes necessaryto the development of skill in satisfactory performance of the job. Scientific aptitude tests have been developed by the U. S. Employment Service for determining occupational qualifications in more than 350 occuations.

When a new worker has no experience, it is possible to determine his potential ability to learn, and to develop the skills necessary to the satisfactory performance on the job. This test is knows as "The General Aptitude Battery," or GATBY, or GATB, which ever name you wish to use. It cover nine aptitudes and have been validated to measure the potential aptitudes required for success in more than one hundred fields of endeavor. It was first released for youths in the various states in 1947, to be administered in connection with counseling. Since that time, it has been used extensively by various state employment services and yearly administered to more than a half million individuals. In connection with counseling, it is generally given only on the request of a trained counselor and has proven to be the most satisfactory of all vocational tests that I know. There are high school students, who are not vocationally set who might benefit by taking this test. Vocational counselors present here today may wish to explore the possibility of using this service for some of their students, and requesting it from their nearest local employment office.

Another significant function of the Employment Service is its labor market information program. And, if I might digress again, in my visit to some nine or ten schools in a state recently, I found no school teacher who knew about labor market information. That is, they didn't admit it when I asked, "Do you know about labor? What is labor market information?"

How can one relate the subject that he is teaching to the work-a-day world if he doesn't keep abreast with the trends in labor market and their significance. It is in the teaching of relationships such as these that our school system is missing the total point. Boys and girls know what a carpet is, they know what a floor is, they know what a window is, and they know what a curtain is, and when they take those words and put them in a different relationship in the Federal Entrance Exam, they fail. The question is, "A carpet is to a floor as what is to a window?" If we aren't teaching boys and girls to think, and if we aren't teaching relationships, we are missing our goal, our purpose of education; yet we have very few boys and girls today who are making this relationship, or who are attaching the significance to words. One can say all he wants about reading disability; he can say all he wants about verbal deficiency; but one doesn't have to have too much of either of those to make simple relationships. These relationships can be taught to a child as early as the elementary grades.

Labor market information focuses its attention upon occupational trends, labor demands for a particular skill, changes in industry, new machines, new products. It is compiled both in the course of regular daily operations of the employment service and from direct research of occupation, business and other economic data that may be gathered by other agencies. Through it, we note occupations declining, appearances of new occupations, shortages of skills, critical occupations, and skilled resources of the community, and of the nation. It discloses where job opportunities exist geographically fields of work which are expanding, and it is extremely helpful in pinpointing current possibilities of occupations for vocational choices. In each local office area, the report on labor market trends is made each month to the state office, and in turn the national office. Where this information is published locally, schools can request to be placed on the mailing list and receive it regularly. This is also true for the state report, and for the national report as well. Labor market information forms the background or frame of reference for evaluation of occupations and their locations and trends in the various fields of endeavor. Employment Service attempts to meet the occupational aspects of youth becoming adults by reconciling their interest with their ability, and in turn their ability with their training; and in turn, all three with the economic opportunities afforded by our society. This is the function of vocational guidance, whether it is done by the schools or by the Employment Service. It is our hope that a result of this conference may be more adequate guidance, more effective guidance, more realistic guidance resulting in more qualified youth entering the labor market.

I have just described, very briefly, just one or two of the various tools and techniques developed and used by the employment service which I feel can be very effective and useful to high schools in their roles of guiding students to future employment. We have other tools and techniques which are useful in the field of vocational guidance which we recommend to you. They are as close to you as your nearest local office. We urge you to make greater use of them. If, by chance, they are not available, I'm sure your state agency, and I know the national office, would be interested to know it.

Thank you.

Mr. Hugh F. Ryals
Assistant to Regional Administrator
Bureau of Employment, Atlanta, Georgia

Dean Phillips, fellow panelists, ladies and gentleman:

It is a privilege to be able to meet with you on this occasion. Our regional administrator, Dr. Marberry, sends his greetings, and we are sorry that he could not fulfill this engagement; but,at present, he is in Tennessee fulfilling a previous commitment.

When I received Dean Phillips's kind invitation to attend this conference and to serve on a panel to discuss the role of the high school in preparing students for employment, I had mixed emotions. My first reaction was, "What information can we, in the Employment Service Program Department of Labor, bring to a group of educators, when discussing their own professional field?" Well, the answer, I think, is obvious. We do not assume to expound on your school administrative policies, your teaching methods, or other matters relating to the field of education. We do, however, I think, have a deep mutual interest in providing the youth of this country with the best possible opportunity to develop their talents to the fullest extent so that they may pursue successful careers in a time of radical changes and shifting values. We are not in this alone. The parents, representatives of management, labor --both on the national, state, and local scenes --share an equal responsibility along with educational and governmental officials. If this challenge is to provide jobs for young people and to be met otherwise, it is certain to develop into a major problem of our society with far reaching,long-term economic implications.

The position of the public employment service, in this most serious problem of providing employment for youth, may be compared somewhat with that of a large sales organization. We have a responsibility to assist the youth of this country, as well as others, to obtain gainful employment commensurate with their training, experience, and aptitude. Unemployed youth today number about 875,000 out-of-school and unemployed individuals who are under twenty-five years of age. More than 600,000 of these are between the ages of sixteen and twenty-one. It is quite obvious from these figures that we have been unable to find a ready market for a large number of the young people who are today seeking employment.

As I just indicated, it is not my feeling that this problem can be solved in its entirety by those of us in government or education. We certainly have a tremendous responsibility, and can make a tremendous contribution. We will need to combine efforts of both along with parents, civic organizations, business and labor.

When you analyze the problem more closely, this group of almost one million people fall into several categories, each with unique problems. The low income group, for example, consists of youngsters under the age of eighteen, whose families' total income is less than $3,000 per year. These young people are more inclined to leave school in order to supplement the family's income. In this instance, the school has a great responsibility to provide the most effective guidance program in order to detect these problems at the earliest possible age and to assist these students who are disadvantaged. As you see in this group, I think you can recognize the point I am trying to convey. In dealing with disadvantaged youth, you often will need the help and support of outside organizations, and it is your role, I believe, to serve as a catalyst to make them aware and to create a keen awareness of what you are trying to do. That, combined with your system, is certainly sure to bring worthwhile improvement.

Another group we are very concerned about in this country, is the Negro youth. Their unemployment rate is almost twice that of others. We recognize that this alone cannot be solved in its entirety by the school; it cannot be solved in its entirety by the employment service, but, we do have a great responsibility here to press forward for equal job opportunities on an even greater scale than we have been able to achieve. For, if you provide the youngster with the training he needs to compete in today's job market, but he does not find the job opportunity because of racial discrimination, we still have not done the job. Another group are rural youth, children of migratory workers. They face a choice of unemployment on a farm or moving to urban areas for employment. A large portion of these youth lack the training to compete for jobs in the large metropolitan areas.

Another group are those whom we call juvenile delinquents, who seek to enter or re-enter the world of work after being confined to correctional institutions. Lacking adequate training, they are under a severe handicap when they enter the job market. The physically and mentally handicapped represent a serious challenge to all groups interested in full employment for youth. Of the one and one-half millions youths who yearly reach the age of eligibility for military service, about fifteen per cent are expected to fail for medical, physical and psychiatric reasons, with about twelve per cent for mental reasons.

Another group of young persons are those marrying at an earlier age than their parents. Many of these young breadwinners are forced by circumstances to concern themselves with immediate economic needs rather than developing their future careers. They use whatever skill and knowledge they possess to make a living rather than being able to devote their efforts to developing their full potential through training.

Another familiar term today--and many of these affirmation groups might also be a member of this group--is the high school dropout. In spite of the growing need for this level of education, the Department of Labor has estimated that about seven and one-half million young persons will be entering the labor market during the 1960's with less than a high school education. Perhaps in most, if not all, of the secondary schools we would find students who have one or more of these problems that I have related.

The school, I think, has tremendous responsibility to try to provide a guidance program, and to try to equip the faculty to be aware of these problems, to identify these problems at the earliest possible point, and to try to guide and prepare the youngsters for the world of work. We are most aware of the tremendous task the education system faces because of the sheer volume of the students who need guidance and assistance in our rapidly changing economy.

Another dilemma is whether to train youngsters broadly, as some employers want, or train them in specific skills, as others desire. Current indications are that vocational curriculum planners must choose between preparing students for specific employment, within a given locality, or providing broad programs of general training that will prepare students for successful on-the-job training in any section of the country, in a variety of occupations. In either case, there is a need for continuing research to determine the best program of vocational education, from school to school and from community to community.

Because jobs will change during the life of most future workers, it is necessary that constant reassessment of employment opportunities be made. We believe that the secondary schools can do much in preparing the student for employment by constant assessment of vocational curriculums to assure their maximum coordination with the work opportunities available to students and graduates. In this undertaking, your local employment service should be a most helpful source for a constant evaluation of the type and volume of employment opportunities existing in each community at any given time.

Mr. Danley very ably described the services that are available through your local employment service and the research programs that are carried out on the state and national level. I could only re-emphasize what he has already said, that "if you are not working with your local employment service, you certainly should request this service," and, I think, in so doing, you will develop a relationship that will result in a most beneficial mutual exchange of information. The employment service people need to know you better. They need to work with you. And you, also, I believe, could profit by becoming acquainted with them and developing cooperative high school programs. The various information that Mr. Danley described is available through the local offices, or they can obtain the information from labor market information, The Occupational Outlook Handbook, and occupational information contained in The Dictionary of Occupational Titles and related studies.

Another area, which I feel deserves great attention, is the vocational and occupational guidance and counseling for the non-college bound high school students and graduates. While both education and public employment service have greatly strengthened and expanded their resources in this area during recent years, the students who need the service have continued to multiply. This service could probably be looked upon as preventative, while carried on in the public school system and more remedial after the youngster has broken his ties with the school and comes to us for assistance in obtaining employment.

We have a dual role, and, I think, in this instance I will re-emphasize this, for this purpose: You are concerned with the same thing that we are concerned with, except you are concerned at a different point. It is very difficult to serve the youth in which we are interested without a close cooperative program with your local employment service offices, because there is a fine line between a dropout and a student in many cases. I realize at some time teachers perhaps do not know, at the moment, whether this individual is a dropout or whether he will come back to school. The cooperation that which to be established to provide the maximum service to students, I think, is a cooperative program which you refer your high school students who, for one reason or another, are not going to continue further in school, to local employment service to discuss their problems and their needs with the counselor. You have probably been associated with them for months or years, and you can provide the local employment service counselor with a tremendous amount of background information relating to the individual which will enable them to continue their job and ultimately refer the individual to a suitable employment opportunity. I think such a cooperative program, supported by local business, civic, and labor organizations, can aid in bringing about the best possible solution which we must have in order to meet the challenges of today as well as the years to come.

Thank you very much.

CAREER OUTLOOK

Mr. Brunswick A. Bagdon, Regional Director
U. S. Department of Labor, Bureau of Labor Statistics
Atlanta, Georgia

First, I should like to say that I am delighted to be here with you. I have worked with Mr. Chapin in two or three other conferences and have gained some experiences in the kinds of questions that you have asked and comments that you have made about the importance of career outlooks, not only to the students, but also to the school administrators and those who have the direct responsibility of counseling the students. I was very much interested in what my associates had to say this morning. I feel that some of the points that I am going to make this morning will have a direct effect on some of these questions. I feel that you may have a better knowledge of the crystal ball gazing than we do every year. I feel, also, as a representative of the organization which is responsible for the Occupational Outlook Handbook, that I may be able to contribute something to this meeting.

I am going to divide my talk into three parts. First, I am going to do a little philosophizing; second, I am going to present some facts based on the work that we do in Occupational Outlook, and, finally, I am going to approach this from a standpoint of the dollar value of education in our world of tomorrow. In doing this, I am going to have the able assistance of a projectionist, Mr. Scott.

As a former consultant to the President's Committee on Equal Employment Opportunity, I had the pleasure of working with some of the public members of the President's Committee on Equal Employment Opportunity for about sixteen months. The approach that the public members of this Committee took early in its existance was one of gaining the voluntary cooperation of business and industry, labor unions, and the government. I recall that the first agreement that was signed between the President's Committee and a private organization was one which was reached with the Georgia Division of the Lockheed Aircraft Corporation, and in six months agreements were reached with the fifty larger employers in this country. The agreement was a very simple one. It stated that the corporation or company would agree to provide equal employment opportunity for any American skilled to do the work for which they were recruiting. This program continued for sixteen months, and during this time, we negotiated with the larger employers in the country. Agreements were reached and the voluntary part of this program is being continued even though one or two of the public members have now left the President's Committee.

I, also, had the pleasure of serving as the Chairman of the Manpower Committee of the Federal Executive Board in the South. The Federal Executive Board is a new organization established by President Kennedy about two years ago. I know that Mr. Chapin, when he meets with you, will emphasize these points. I make them from my direct relationships in working both with the President's Committee and also as Chairman of the Manpower Committee of the Federal Executive Board in Atlanta. Let me assure you that from the standpoint of the federal government, Negro applicants will be given every consideration for job opportuntiies in the federal service. Also, indirectly, let me assure you that from the standpoint of the larger businesses and industrial organizations of this country, equal employment opportunity will be provided to Negroes in any recruitment that they do. Now, of course, these are general observations. The specifics, I am sure, will be covered by Mr. Chapin.

Having had the experience of previous conferences, I should like to get into the philosophizing which I think sometimes is necessary even for an economist or a statistician, who sometimes has the dreary job of looking at figures, trying to reconcile them with reality and trying to apply them to situations such as you face every day. So, in setting the stage for this, let me start out with some brutal facts of developments that are taking place in our economy every day. Yesterday's fiction finds its parallel in today's facts. Essentials which dawned on an industrial revolution that had men concerned about becoming slaves has reached its high noon in a revolution of technology haunted by the spectre of their becoming robots. Today, believe it or not,ten employees man a machine that makes automobile blocks that required four hundred employees to produce no less than ten years ago. Fourteen operators today attend the glass blowing machines that made ninety percent of all the glass light bulbs produced in this country. Two workers today turn out 1,000 radios, the produce of over two hundred workers just a few years ago. Believe it or not, a machine today translates an entire issue of Pravda into English in less than one-half hours. Another trace proceeding in the law library at Cal.Tech., a computer reports at the end of three minutes the results of 80 million calculations required to trace the evolution of the sun over its 4½ billion year lifetime. Among the more athletic set, one machine now plays an excellent game of chess except for the end play, and a third a relatively good hand of bridge. Between now and this time tomorrow afternoon 4,400 people will have stepped aside from their jobs, or moved on to others, because machines will be doing what they are doing this morning. Yet, philosophy or policy about automation, advancing technology, must necessarily start from the clear regognition that unrestrained technological advances are not only inexcusable, but essential to the maintenance and elevation of our high standard of living. Full employment in this country is completely dependent on our being more efficient, more efficient than our competitors in a world where competition is becoming tougher every day. The alternative, of course, to automation would be economic stagnation. The myth that automation is only a new stage of an old process is akin to the thinking that splitting represented only an evolutionary development in the dynamics of ore. A projection of the first use of the cross-bow or trojan horse, technology has wrought a larger change in the necessary thinking about the future of work as about the future of war.

But the answer here is obviously not to stop it under any circumstances. The comforting myth that we can always pull the plug of a machine out of a wall disregards the fact that we do not. And the companion piece about nothing comes out of the machine that men do not put into it, disregards the fact that this is probably no more true of some machines that of some men. The most dangerous myth in immediate times is that machines produce as many jobs for men as they destroy, and, therefore, represent no threat to workers. This is a half-truth; and because it is a half-truth, it is a half-lie. The truth is, that machines permit the expendituee of men's work activities. The implied lie is that this will happen automatically, or without the exercise of full human responsibility. The machines now have, in general, a high education, in the sense that they can do most of the jobs that the high school graduate can do, or that a high school education qualifies workers to do. So machines will get and are getting the unskilled jobs because they work for less than living wages. Machines are, in the most real sense, responsible for putting uneducated people out of work. The jobs the machines create, furthermore, are usually for different people from those that they displace. This doesn't matter, if labor is viewed as a commodity. What it means, however, in more understanding terms, is that the bargain that the machine strikes with a man is that it takes one job and offers another in return. It strips the worker of his seniority, or crude vocation benefits, pension rates and the value of the skill that he spent a lifetime developing. The answers are not to smash these machines, or to stop technological advance. The answers are to recognize that the individual versus the machine is as unfair a match today as the individual versus the corporation was in the last century, and that advancing technology requires the exercise of collective public and private responsiblity for its effects in collective measures to carry out this responsiblity.

To look into the future, we need a point of departure. Current employment statistics, I think, provide that base. They also give emphasis to the preparation necessary to day to qualify for a job tomorrow. My associates from the Department of Labor spoke about the employment offices. It could not help but cause me to reminisce a little bit and to mention this fact, that we in the Bureau of Labor Statistics had a reponsibility. We were commissioned by the Senate to determine the kinds of jobs that Americans had, back in the 1880's. We were asked to determine the earnings of these workers, back in this period when agriculture employed more workers than any other industrial activity; and, finally, we were commissioned to determine the cost of living of American workers in order that we might have a basis for determining the trends and the standards of living in this country.

Our work today is much broader. It covers all the fields from the impact of automation, of technological advance upon future jobs available to these Americans, the displacement of workers because of these technological advances, so that today instead of employing political scientists, we have everything from engineers to economists, business in general, price, labor, and every type. I would like to bring up the fact also that we have an affiliation through the Bureau of Employment Security with state agencies in which we match funds with these organizations to develop these reports which are complied and published each month, showing the trend of employment of hours of work, or earnings of labor turnover, all of which fall into the general area of labor market analysis.

So, I emphasize the importance of you as counselors, you as high school administrators, taking advantage of these services which you have available, so that you can keep abreast of developments and may be better qualified to fulfill your prime responsibility. I wonder how many of you last evening, or this morning, heard on radio, or read in your newspapers, about the latest employment report in this country. Let me sketch briefly through this report for you. It was issued yesterday afternoon.

We have in this country a total labor force of seventy-six and one-half million persons of which 2.7 million represent the armed forces. In the civilian segment of this labor force we have 73.7 million of whom 69.8 million are employed. Only 4.4 in agriculture; in non-farm pursuits, 65.4. I think that you will agree that this is a sizeable figure. It is the highest level in the history of this country. But, unfortunately, we also have a very high figure of unemployed. Three million nine hundred and twenty-one thousand are employed. We are having a boom in the soaring sixties. We are out-producing, we are employing more Americans, we still have four million Americans unemployed. One of the purposes of your conference, I'm sure, is to better qualify those students whom you teach, whom you guide, whom you counsel, to prepare to compete in the labor market into which they will be going.

I think, also that these labor force figures point to present problems which can become increasingly troublesome. First, consider the number of agriculture workers as recently as 1947, more than ten million workers were employed on farms; today less than half, 4.4 million. Consider next the rate of unemployment. Beginning with the recession of 1953-54, the period following each statistical accounting has shown a higher rate of unemployment than before the recession.

I believe it was Professor John Parish of the University of Illinois who described the phenomenon as "unemployment resulting from raising standards of employment." Now, if we were to put these unemployment figures under a microscope, we would find these facts: Of the total unemployment we have today among the experienced salary workers we have a rate of 6.4, among the men twenty years and over 3.9, among married men whose wives are living 2.9 per cent. Among the professional and technical workers, the unemployment rate is only 1.7. Among the semi-skilled workers we have an unemployment rate of 8½ per cent. When we get into the unskilled workers the rate zooms to 15.9. And if we apply this microscope to the school dropout, to the teenage who is not qualified for the jobs that we have today, we find that his rate of unemployment is 16.2 per cent. It is more than double the average rate. In fact, it almost triples the average rate of unemployment. I think these figures illustrate rather sharply the advantages of education, training and skill development. Now, the fact that the Negro rate tends to be much higher than those of the total population adds another dimension to this problem. We can, I think, draw one generalized conclusion: people with maximum skills and maximum education are least likely to be unemployed.

Now, with the assistance of Mr. Scott, we can get down to some basic statistics. Let us start first with population and the source of the work force. The population is expected to increase by 15 per cent during the decade ending in 1970, 28.2 million, and then, believe it or not, another 17 million in the following five years. But, this is a different kind of population. With forty million births, there will be more very young people; and, with the life expectancy continuing to lengthen, there will be plenty more older people. The labor force is expected to grow more rapidly than population. The national increase is 17 per cent, but there will be a wide variation among the states. In the South, it will range from 67 per cent in Florida to a loss of 8 per cent in Arkansas. And, I might say that Arkansas is the only state which will show a projective decline.

In large measure, these shifts reflect interstate migration with more jobs available in the faster growing states. Hence, the more mobile person has greater opportunity. Based on the people in our population now, we know that there will be more people reaching age 18 than ever before. No matter whether they stay single or whether they marry and have no children, or whether they marry and have many children, they will be in the work force. Where are the jobs now? What industried employ most?

This chart shows the industrial structure of the labor force. Skimming through it briefly in total non-agriculture we have 57 million; in manufacturing, 17 million; in trade, almost 12 million; in government, 9.5 million; in the service industries, 8.3 million; in transportation, almost 4 million; in construction, 3 million; in finance, insurance, and real estate, 2.8 million; and only 6.34 thousand in mining. And, as I mentioned, agriculture is employing fewer and fewer workers so that in April of 1964 there were only 4.4 million employed in agriculture.

We live in a dynamic economy, and that means industrial change. In terms of jobs, the change will vary by industry. There is a wide variation between the rates of change for the major groups. In the services we will require more medical, health, business, and personal services for a larger population with a greater rate of family formation. In construction we will need more homes, more schools, and more highways. In government, because of a larger population, we will need more education, more public health, sanitation, and welfare because of urbanization. In finance, insurance, real estate, the complex financial activities of insurance, mortgages, credit buying, will require more workers. In trade, because of our rising standards of living, and because of our greater population, we will need more workers. In manufacturing there are varying trends. We will experience a continued upsurge in electronics, but we are going to have declines in automobile productions, and some other durable goods productions. In transportation and public utilities there are off-setting trends. Railroads will be down as far as employment is concerned, but this will be off-set by other means and modes of transportation.

Utilities, of course, because of a larger population, will be up. In mining, employment for coal will continue to go downward because of mechanization; and in agriculture, because of mechanization and chemical advances, the increase and output for workers will continue to rise so that fewer workers will be required on the farm. One of the paradoxes of an affluent society is that the ability to produce causes problems, for the total private economy output has increased more rapidly than productivity since 1949; thus, employment has increased. This is also true of industries such as the paper industry; but there is a striking difference in the highly mechanized and instrumented petroleum industry. The rate of growth in output per man hour was almost equal to the rate of growth in output until 1958 when the gains of productivity exceeded total output with the resulting drop in employment duplicating the experience of 1949. In the railroad industry the increase in productivity was accompanied by less business so that employment fell more rapidly.

One further bit of background on the occupational structure of our work force: The proportions of workers classified as blue collar and white collar, changed radically in 1956. For the first time in the history of this country, we had a larger proportion of white collar workers than blue collar workers; yet, the semi-skilled, those in factories doing assembly work, inspection, machine operation, driving trucks, etc., remain the largest occupations in different degrees. Here, I would call your attention to the relationship between medium educational and occupational achievement. I am sure it does not suprise you that the greatest increase in employment during the remainder of the 1960's and in the early 1970's will occur in occupations requiring the most education and training. It might be of interest to you to go through the various occupational groups to determine the educational achievement of workers in these groups on a study made in 1962. The professional and technical workers have an average or a medium achievement of education of 16.2 years. Among the proprietors and managers twelve and one-half years; among the skilled workers, 11.2 years; among the service workers 10.2, and among the semi-skilled 10.1. The unskilled workers had a medium of 8.9 years and the farmer and farm workers 8.7. The proportion varies by occupation as indicated by two extremes -- teachers and engineers. Note that for teacher's replacements, replacement needs account for four out of every five projected new jobs. The opposite is true, however, for the engineering field, where new jobs will account for five, or four out of five new jobs needs. The teaching group is composed largely of women with a high turnover rate. The engineers are almost all young men with a long work expectancy before them. In 1962 there were about eight million professional and technical workers in the United States. As indicated in the slide, teachers account for the greatest number of jobs, 2.1 million. Engineers are next with about 925 thousand, with technicians and draftsmen third with about 875 thousand. The major consideration about these jobs is that virtually all require college work of specialized training beyond the high school level. Within this group, the fastest growth would be in the scientific and technical category. Total growth between 1960 and 1970 is estimated at about 69 per cent. It is about the same for the three main categories of scientists, engineers, and technicians. Despite the great need for engineers, a recent Southern Educational Board study, "Statistics for the 60's" showed that the number of engineering enrollment increased 54 per cent between 1952 and 1962. The increase was over 75 per cent in the South, while the number of first degrees granted dropped nationally by 15.8 per cent; but, fortunately, the drop in the South was only 1.1 per cent.

We tend to think of ourselves as a nation of farmers and small businessmen. This might have bean true back in the 1890's and 1900's, up to about the First World War, but this self portrait is now badly distorted. Everyone knows of the decline in agriculture. This chart indicates developments in the area of the proprietor, the small businessman. As business organizations grow in size, there is an increasing demand for salaried managers and the small owner operator venture diminishes in number. The service occupations are a heterogeneous lot. They range all the way from domestic servants to barbers, waiters, waitresses, high fashion models, and to FBI agents. Thus, some require little in the way of education and training, and others as much as they can get. In this industry we expect an increase during this decade of almost 34 per cent. We have more than 8.5 million employed in skilled occupations. There are a number of misconceptions about skilled workers of whom there are 8.5 million at the present time. These jobs require training beyond the high school level, either through formal technical vocational training, or formal apprenticeships. Rates of pay are high and job tenure generally secure. With technological advance, training requirements are becoming more stringent, but the pay is becoming more rewarding.

Now, let's look at some of the glamour industries. There are about 1.4 million civilian workers today in the aerospace industry. Nearly 25 per cent are professional or technical people. This reflects the importance of research and development. Another 20 to 25 per cent are clerical; and the remainder are plant workers, but skilled plant workers. Employment in electronics manufacturing has grown rapidly in the last twelve and one-half years and is expected to increase, but at a slower rate, in the next ten years. Expansion here is directly related to aerospace, automation, instrumentation, and the continuing advance in the area of electronic applications to all kinds of processes both physical and mental. Here, we see clearly and forcefully the impact of technological change and automation on a single industry suggested by the slide that you saw earlier dealing with output. Note the pervasive effect on all major occupational groups in the railroad industry, from the lowly tractor laborer to the professional and managerial group. You will remember that finance, insurance and real estate represented an industry that is expected to grow more rapidly than most industries. The insurance sector now employs more than a million workers, one-half clerical and one-half sales. But this is not the insurance business that we knew many years ago of debits and burial policies. Salesmen must now know the complexity of retirement plans, health programs, and all kinds of business and personal risks which were seldom insured twenty years ago.'Finally, we come to government. Now, do not let this chart rule out the federal service as a career possibility. Despite the fairly flat curve projected for federal employment, so long as our present defense posture continues there will be a strong demand for replacements, some doing work done now by others in jobs demanding more training. A major part of the increase in state and local government is the public education sector.

In this decade, we will find that young workers will have more education - in fact, 70 per cent of them will be high school graduates or better. And unemployment rates are going to be highest among the young workers and those with the least amount of schooling. Let's get down to the dollar value of education. We live in a monetary economy, and some curbstone philosopher once observed, and we have heard this frequently, "money talks". This chart should dispel all doubt as to whether it talks in terms of education. In 1959, the year in which income data were collected by the Bureau of Census, in the 1960 census of population, a college graduate could look forward to earning about $417,000 during his lifetime, assuming no subsequent drastic changes in economic conditions. This would be about $170,000 more in lifetime earnings estimated at $247,000, a high school graduate would be $63,000 ahead of an elementary school graduate. So, if you want to apply that "hot rod" or that first automobile that the school dropout buys, you might consider the price he pays for this "hot rod" as being $63,000. And let me assure you that this is a mighty expensive automobile to buy.

I am sure that I have not convinced you of anything that you are not already award of. We started this decade with the catching phrase "The Challenging Sixties." Since then, as the business cycle moved up and down, people have spoken of this period of the sixties as the "Sagging Sixties" when the business cycle was going down, or the"Soaring Sixties" when the business cycle went up. Whatever the changing course of the business cycle over the long run, the number of workers, and hopefully the number of jobs, are expected to increase. Thus, for you and all the young people you teach, guide, and counsel, the sixties remain challenging. The challenge is to maximize your capabilities through education and training. For in this decade, the old attributes of eagerness and willingness to work will not be enough. To them must be added trained ability to perform in our ever more complex society.

Finally, I should like to quote a few highlights from a recent study issued last week by the Secretary of Labor in a letter to college graduates. And I quote, "Job opportunities for college graduates of the class of 1964 are very favorable in nearly all fields. Next month, we will have the largest graduating class in the history of American higher education, with close to one-half million young men and women receiving Bachelor's degrees and another 100,000 earning advanced degrees. In the South, there will be approximately 120,000 college graduates who will be beginning work careers in business and industry, in government and in teaching at all levels. Despite a slow down in recruiting activities by defense related industries, employment opportunities for specialists in most fields, including engineers, chemists and physicists, will continue to be excellent. Demand for elementary and secondary teachers in the forth-coming school year will be at an all time high, to take care of the growing enrollment and replacement for teachers who leave the classroom because of promotion to non-teaching jobs, or who change jobs, or who retire."

Again, let me say that it was a pleasure to be here with you today. I hope that I have brought a challenging message to you, because you do have a responsibility to the students under your supervision. Thank you.

REACTIONS BY MR. C. T. SMILEY
Principal, Booker T. Washington High School
Montgomery, Alabama

Speaking from the point of view of high school principal, there are some very fine contributions that have been made this morning. We are trying to think clearly through the role of the principal in this situation, particularly as it relates to drop outs and juvenile delinquents, and what we can do for them. It seems to me that in this changing society, those individuals have extremely slim chances of being able to participate or make much contribution to it. It further seems that the primary responsibility of the high school now is to give the students a very broad academic base from which they can work after leaving high school.

The question comes to ~~my~~ mind as to what we can do now; whether we can continue to employ all the people with this rapid increase in birth rates; or whether some decision should be made now as to how long we are going to work and at what age we are going to be permitted to go into the labor market and seek jobs. Whatever decision might come from us, I think that these people we brought along are giving the dropouts some opportunities to develop some skills that they might sell in the market place. However, it seems to me to have brought us on some wishful thinking. If we are going to compete, and as

Mr. Bagdon reports with the decline of employment in the field of agriculture, it is going to happen in other areas of employment. With our advancement in the arts and techniques of things, the person who is going to take the place, in the very near furute, will be that individual with a pretty broad academic base from which he can seek the opportunities to develop those skills that he would need to go into the labor market and try to seek his place there. This, I know, would seem to get different reactions. Are we just going to forget about those individuals who are dropping out of schools? It seems to me that the question there ought to be the problem of the secondary principal and of the elementary principal to seek to motivate those individuals to keep them inschool until they get a high school education. Yes, we will have some exploratory courses, I think; but we are rapidly approaching the time of emphasizing industrial arts to its fullest extent in high school, so it might very well be left to training immediately after high school.

REACTIONS BY MR. A. T. McNAIR

Counselor--Central High School
Newnan, Georgia

I am A. T. McNair, Counselor at the Central High School in Newnan, Georgia, and President of the Georgia Association of Counselors. I have had a very wonderful learning experience here this morning. I am personally so happy to be here until I feel that I would like to take all the additional knowledge I can back to my association to help counselors throughout the State of Georgia.

On the walls of a school building I saw this sign once, "No man can rightly be taught until he sees the need for learning in his life." I am at a learning stage this morning. My reactions to all the things that I have heard would be in the form of questions. One of such questions would be: How can we go out from this place working at our own level -- the high school level and be more effective in our jobs? Most of the literature coming down to us has to do with those that graduate from college, but most of the problems that we encounter are with the high schools that we work with daily - and this is where we have our big dropout problems. I made a remark the other day to some principals in my county that I would not stay in school twelve years if I were a high school student, I would not take the pressures for twelve years that the students are taking now. They could not understand me, but the thing I was trying to say to them was this: I had a boy who dropped out of school in the ninth grade and I could not encourage him to come back to school at all. This year, he came to me to help him fill out his income tax. He made more money than I did. The point I am trying to raise here is that many of the problems that we encounter in our dropout situations are encouraged sometimes in our own communities. Thank you.

MANAGEMENT LOOKS AT EMPLOYMENT OPPORTUNITIES

Mr. Howard Lockwood, Executive Director
Plans for Progress Sub-Committee
President's Committee on Equal Employment Opportunity

It is certainly a pleasure to be here in this famour institution. I have heard about it all my life, and I am very pleased to be able to address vocational and educational guidance counselors because I feel that I have a certain kinship with you. I started my own career because of the advice, help and assistance of a man who determined my abilities and urged me to go on to college. Without his help I don't know what might have become of me but I am certainly pleased that he steered me in the right direction. The job you have to do I think, is one of the greatest jobs in the world, that of helping people choose occupations. And, I think that there is nothing that will give a person so much personal satisfaction as being in the right kind of job. I think the decision of a job is the greatest decision that a person has to make in his whole life. I thought about that seriously in case I was challanged. I think we would even agree that even in marriage, you at least make a change, but in choosing a career it is a little bit more difficult to make a change once you have gone down the road.

I have been in the Plans for Pregress Program since October, 1963. I really want to tell you something about this program. Now you as vocational guidance counselors and educational counselors know the importance of your job. I'm sure that you are dedicated. It has been very interesting to hear the panelists speak about it, but we can speak frankly. I know and say that until the few years you have been very limited in the kinds of occupations that you could recommend to your students. You have maybe even been sympathetic to them in a sense by not encouraging them to very great heights. Maybe you have said don't even expect these because you will only become frustrated and disappointed, and of course, for you that has been the case. I want to tell you about a program that I think is being very instrumental in changing this. There are many things going on in the country now, and I think, that this is one of the most important.

The Plans for Progress Program is part of the President's Committee on Equal Employment Opportunities. Now the government, since World War II, has had in its contracts the statement that any government contractor should not discriminate in his employment. He should provide equal employment opportunities. We know that this was in the contracts during Mr. Eisenhower's administration, and that there was a committee on contracts which attempted in a way to police this and to see that these provisions were carried on. When Mr. Kennedy came in he assessed the situation and added one very significant change to the previous practices. He said that if any government contractor of a certain size discriminated in his employment, then it would be possible to cancel his contract. This gave leverage to the contracting program that it never had before. This is somewhat a legal action and there was a body of men picked for compliance officers to see that these government contracts were indeed handled in the way intended; that is, there would be no discrimination. These men have done a great job in going to the companies, helping them set up programs where they would open their employment ranks at all levels to people without regard to race, creed, color, or religion.

Right after the presidential directives 10925 and 1114 were issued there was an incident in Lockheed Georgia Company in Marietta, Georgia, outside of Atlanta, where about twenty or thirty employees complained that there was discrimination in that plant. They said that there was discrimination in the assignment of jobs; that there was limited opportunity and that there was segregation of the facilities. They complained to the

President's Committee. At the request of the president he went to Lockheed in Marietta, and he investigated the situation. He with the president of Lockheed (which is actually based in California) drew up a plan to eliminate this problem. Now Lockheed like many other companies for years had a policy of merit employment. They had in their books the idea that there would be no discrimination in employment, but this was a little bit different. This was a plan, this was not a policy. A plan means that there will be action, that it is not just something you put in the book and forget about. This became what we call a plan for progress, and Lockheed was the first company in April, 1961, to apply this plan. Right after that plan was adopted the facilities of Lockheed in Marietta were integrated, the work force was integrated, greater opportunities opened up for people without regard to race or religion and this all came about pretty much without regard to any unhappy incidents. I think this is the thing that consistently surprises people. It still surprises people that this can happen. Everywhere it has been tried with the proper groundwork laid, it has happened, and it has happened very smoothly. The secret of the success of these plans for progress is that the top man in the company, the president of the company, says this is what we are going to do. He passes the word down to the people in the company. Maybe his office is New York; maybe it's in Chicago; maybe it's in Atlanta; but, he passes the word through the whole corporation and he sees that the personnel managers and the plant managers in these localities follow the plan that he has laid out. Now about 25 per cent of the Plans for Progress facilities, not the companies' headquarters, but 25 per cent of the companies in Plans for Progress have facilities in the South, and many of them have gone very far as fast as they can to eliminate any bias in employment. Some of the strong steps that have been taken are things like this in which a company is pretty courageous.

One company that I know of (I think it was in Louisiana) was negotiating a new union contract and the company said, "We want in this contract a non-discrimination clause:" and the union, a predominantly white union, said, "We will not buy that contract. We will walk out before we buy that contract. We'll go on strike." And the company said, "Okay, if that's the way you feel about it, go ahead." They didn't go on strike. They reconsidered, and they thought the thing over and they stayed in and the company got its clause in on nondiscrimination. Some of the other companies in this plan are more aggressively seeking applicants who have possibly been overlooked in the past. If you are associated in any way with a college, perhaps you know that they are going out aggressively to the colleges to seek people for jobs. I had the opportunity yesterday to attend a conference of Southern College Placement Association in Atlanta and about fifty schools were represented from the South, half of which were predominantly Negro. The theme of this conference was "How can we place the graduates from our school?" These schools were all working together to develop the method, ways and means to help their graduates to get placed. The companies are making sure that everyone has an opportunity in their company training programs. Many of them are placing more and more people in the management ranks. The effect of this in the companies, when we made a composite report of the progress that has been made, shows that there has been up to a 50 per cent increase in the number of people getting into the higher level administrative type jobs in these companies. The increase of non-white workers in these higher level jobs has been up to 50 per cent. We think when we get the next report it will be substantially better.

In addition to what the companies do by themselves, individually we have a number of joint programs where the companies all together participate and some of these are like this. In New York, for example, six companies got together and contributed about six thousand dollars each to set up a secretarial training program. Theybrought into the program over a period of time 160 women to train to be secretaries. They had some minimum skills, but they were bringing them up to a substantial level, so that they could be employed. Another program that I am quite interested in is a Vocational Guidance Program at Wayne State University in Detroit. Here again the companies in the Detroit area have financed the program. The program will aid the vocational guidance counselor in Detroit to know better how to advise his students on the opportunities in the Detroit area. The people attending this program will be primarily from those schools in Detroit with a high drop out rate.

Other things that we sponsor are conferences to bring the employers together and often to bring representatives from the minority groups together so we may learn how to do a better job. One conference, planned for July, is one in which we will work with the College Council. We will invite the presidents of all the Negro colleges and their placement officers to Washington to meet with representatives of the companies so we may really help place more graduates from the predominantly Negro schools. I find that employers are very much in earnest trying to find and place qualified Negro graduates and Negro employess at the lower levels. The need is great; the desire is there. There is an earnest and sincere feeling. I can tell you this is not a tongue-in-the-cheek program; it is no whitewash program; it is the real thing, and they are in earnest about it. They feel economically that it is a sound thing. They think it is morally the right thing to do. They think it is good business, and believe me, they are pushing this thing as hard as they can.

You should encourage your students to get the basic skills of education just as I am urging my three kids to learn how to read well, to learn arithmetic, and to learn how to write well. Every industrial person I have ever talked to has said that these were the three basic things he is looking for in graduates; they say that they are looking for people who basically read well, write reasonably well, and know a minimum amount of arithmetic. More and more the jobs are becoming technical, requiring a greater amount of reading ability; that is, the ability to read directions and follow them. If one insists on the basics, he is doing the individual a service.

If I could give you any message at all, it would really be to inspire you to go back to your school with the reassurance and a re-inspired, rededicated feeling, a feeling of optimism that if you can get your kids to get in there and study, to get them to learn, to get them to utilize their full abilities, then there is a place waiting for them in business.

I hope that we will see many of them coming into the labor market applying for jobs for which there is a great need. I have some booklets on our program which I will pass out with the two hundred companies listed in them. I will now entertain any questions you may have.

QUESTIONS

QUESTION: Do the companies use straight employment services? Do they specify the fact that they are equal opportunity employers?

MR. LOCKWOOD: I think that depends quite a bit on the locality. Now I know in Georgia, in the case of Lockheed, that they depend almost entirely on the downtown Employment Office in Atlanta to supply them with employees. Now, in answer to your second question, whether they specify that they are equal opportunity employers, they are required by law to do this and, beyond being compelled to do this, I think most of them voluntarily do so. Many other companies have had to go beyond simply waiting for the applicants to show up. There have been quite a number of contacts made with local ministers, with local schools, and with the employment services and recruiting services. You will see listed in the little red booklet in the back, about 192 companies. I hope that if you find the time in the future to call upon any of these companies for help in any kind of Career Day Program, or if you try to place any of your qualified applicants, I very much hope that they will respond to the spirit of this program and help you out. I think they will, and I hope you give it a try. I was contacted by the Mayor of Atlanta the other day, and he said that the white people in Atlanta realize they can never rise any higher than the total population, and, further, that by holding down any segment of the population, they will be held down themselves. So, if for no more than self-interest, we should all be interested in raising the level of the people in America because, regardless of race, creed, or color, as long as we have any group of people that are deprived, or in need of help, it is hurting all of us.

QUESTION: I wonder if you are familiar with the scholarship program at Lockheed? Frequently, we have received bulletins announcing scholarships. We have applied there and have received replies directing us to write to somebody in California. We have done that, and that is where it ended. I have a cousin that is employed at Lockheed in Marietta, but he does not know anything about the scholarship program. I am wondering if you have that information?

MR. LOCKWOOD: Well, I cannot give you any detailed information on it. I know the very fellow that gets those letters though, and I have been meaning to tell him myself to find out what Lockheed was doing in the scholarship area in terms of making sure every one had a chance at them. As for Atlanta, if a young fellow works there in the plant in Marietta, I believe by going to the Personnel Office, he could get the information he needs about occupation. The Lockheed scholarships are of several different kinds; some that just go to employee's children are about the most competitive, difficult things I have ever seen. They run about $10,000 and some of the kids almost become nervous wrecks before they get through. They have an oral interview and a number of other things. I know a few proud fathers of of those kids, but the other scholarships that are dispensed into the colleges. You think that would help you? Have I given you an answer? I don't know much about it myself, but I think if the young person would inquire in the Personnel Office of the company he should get an answer.

I would like to make an observation in answer to the question right here about the companies that prefer to and use the USES in order to get employees. I would strongly suggest that the Counselors develop a relationship, if you have any of these companies in your locality. Get in touch with the Personnel Office in this plan, let them know that you are interested in preparing your students and get a direct line. What I am saying is this: that is one of the responsibilities of a counselor to get his students to learn about the opportunities that you have by having a direct relationship with the company.

I hope some of you will contact these companies directly--the Personnel Offices. I know in many companies they have conducted Career Days---maybe this has happened already with you--but I think you will find them, particularly these companies listed in this red booklet, very helpful. I think they will try to do what they can for you.

I would like to ask you a question, if there are no others. Companies in general do not get very active in the education field--we are not directly involved in it, and yet, we would like to support it. And we know that the people we need come up through the educational system. Now the question we keep hearing relates to the matter of motivating students, and it is something you wrestle with all the time. Do you have any ideas of how companies can help motivate your students? Career Days is one way, but is there something else that the companies can do?

RESPONSE: Through the Central Office in Washington, we have in Alabama set up a $20,000 scholarship fund. I think Tuskegee Institute is participating in a program where the teachers come here every summer and these companies are known to employ regardless of race, creed, or color.

STATEMENT: May I make an observation here? It seems to me, there are enough people in Alabama to certainly let their economic life be felt, and conquer the field of economics by supporting the companies that employ the people, and certainly that company deals in a product. It seems to me that it is a matter of this implementation that you get it over to these people, that they will not even consume their products if they cannot employ the people--- it is just a matter of common sense. Now I think that the people of our race and the Congress of the United States ought to realize it, and let the people know that they are not fools.

STATEMENT: In answer to your question as to what we would suggest to the companies that have taken the initiative to upgrade positions for Negroes, we certainly would like to commend them. We think that this image is projected further to our students, due to the fact that by gradual levels, they see that the Negroes are being moved up into these companies. I think that this will have a great inspiration and will raise the aspirations of our youngsters. I would like to suggest that this be done.

MR. LOCKWOOD: Very fine, I think that is an excellent suggestion, and I hope there will be more and more companies that can convey this image. This is part of what I mean about contacting the companies and asking for, perhaps, a plant tour or something like that.

RESPONSE: Andrew Matthew of Rayview, Louisiana. I feel that in areas where these companies are not located, and especially in rural areas, more could be done in informing the students. If we can convey this information to the youngster who will believe and accept persons whom they feel are acceptable and concerned with their welfare, it will mean more to them than some other types of activities. In the area where I am from, we get many little interesting books, but for most students, you will have to go in and read the material to them because they will not read it themselves. When we are fortunate enough to have representatives from companies, usually the students are very interested in hearing what they have to say.

MR. LOCKWOOD: I agree with you. Have any of you used career day from industry? Have any of you had the opportunity or have any of you tried? Have you asked some of your local industries to come in, or asked if you could visit the plant?

We have in mind for Plans for Progress a motivational film for the high school students to apprize them of the opportunities that now exist. Incidentally, in Bloomington, Delaware, where they made up a filmstrip of the kind you mentioned--it was made up by Mr. Marshall of the YMCA there, and it was a very impressive job, and did not cost an awful lot of money.

QUESTION: This is one of the questions that we in the Employment Service feel should be exploited more than it is at the present time. In the Congressional Libraries there are 22,000 industrial films that are available. We have suggested to many groups, that they take one film a week, and show to all students. Boys and girls without enough exposure to industry, the spread of industry, the distribution of occupation, could be shown these films one each week, for thirty-six weeks. Referring to industry, a full year would give them 144 appendages, showing where these occupations occur and the skills that are involved. We still recommend this to this group.

QUESTION: We find that the Employment Service will not even give us the jobs in the community that are available for Negroes. What can be done in order that Negroes in smaller places receive occasional employment? I would suggest that where Negroes are employed as representatives, and have already gone into the occupation, that they come back and talk with the students, then they can be motivated.

MR. LOCKWOOD: Yes, that's the whole idea, that seeing is really believing, isn't it?

OPPORTUNITIES FOR WOMEN IN THE SIXTIES AND SEVENTIES

Miss Rose Terlin, Women's Bureau
U. S. Department of Labor, Washington, D. C.

Dean Phillips and Members of the Conference: I feel both honored and humbled to have the privilege of being a part of this conferance this week-end. I am honored because we in the Women's Bureau feel that there is no finer group, no more strategic workers than the vocational guidance counselors in our schools and employment service, but especially in our schools. I feel humble because you know so much better than I what the real difficulties are at the grass roots. Sometimes when one is living and working in Washington he becomes remote, and one has to keep reminding one's self that there are no simple solutions to any of these questions. When I say that you are in a strategic group from the standpoint of the Women's Bureau in the Department of Labor, this is what I have in mind. You are daily counseling girls about their vocational futures and about the curriculum that is necessary for them to achieve their career goals. You are doing this in the midst of a revolution as far as humans are concerned, and you have a good deal of information about today's revolutions from several sources. I do want to remind you, somehow, of what I think of myself; that is, that the Chinese way for crisis is composed of Eulip -- that is the written word for it -- the symbols of other words, crisis and opportunity that I particularly pay some time to, but I also want to speak about this wider sociological setting into which you are counseling girls today and from which your work really takes its meaning rather than doing a longer list of career opportunities, although I will not, of course, neglect giving some information as far as we know it concerning developing opportunities.

I would rather begin with a blunt statement that summarizes both the implications of the revolution and places you, the guidance counselor, squarely in the middle of it. The statement is this: There is not one girl in junior high, high-school, or college today who does not need to be seriously, intelligently, and consistently preparing for a job, and this applies to all girls from all sections of society. It is not to suggest that women should lose the historic role of making a home, bearing and rearing children, and nurturing the family has become secondary. This is and should be the primary objective of young women. Nor, is it to suggest the personal, social, and cultural assets which education gives a woman to enable her to provide for and satisfy herself and her family and contribute more to the home and the community should be secondary either. Those are important, but such far-reaching revolutionary changes are taking place in the 1960's that vocational choices for girls can no longer be haphazard as they have been historically. These changes are, in the first place, in the life pattern of the American woman, then in the economic requirements of the American family, and finally are employment opportunities open to women.

First, let us look a bit at this whole picture of a changing pattern of women's lives in the second half of the twentieth century. These changes have given us varied and considerable controversy from the great state of literature, from Marianne Fornun's Modern Woman to Law Sex, to Mrs. Freendon's Feminine Mistake, I was much interested to note in The League's article, in the Wall Street Journal that they gave the sales figures of Feminine Mistake -- which for those of you that don't know -- really does deal with the question of frustration and boredom and the answers to it of women in their forties, particularly, those living in suburbs, when the children are in school and they feel time is pretty heavy on their hands. There were six editions of the hard-bound one and several thousand copies in paper back form. Now, you can put this down to the fact that many gentlemen who bought Feminine Mistake thought they were going to get something else other than the story they did get. It is also significant in that it has had such tremendous attention as it has.

What is this revolution? Well, it is simply this. The young women today, most of them -- this is better than just average in many cases -- marry earlier, complete their families at an earlier age, and live longer than their mothers. The average young woman of today will be only twenty-six years old when she has her last child. Now, that is a revolution, from her mothers and grandmothers generation. By the time this child is in school, she will have an average life expectancy of better than forty more years. Most young women work a few years after school and then leave the labor force when they marry and have their children. After their home responsibilities lessen, most of them again seek paid employment which must have more meaning to them than was true for their mothers and grandmothers. Whether that employment is to become merely a job haphazardly chosen or a work that is in itself truly satisfying depends on the choices these girls make now in school. At the same time that these young women are completing their families at an earlier age, we have also all the labor saving devices that reduce the time required for domestic chores. These have become such an inherent part of the American way of life that even if economic necessity required the doing of some things from the ground up, we would not do it that way. We would go and get any kind of a job rather than go back to the hard way of doing it. This applies not only to household equipment; it applies to the process of clothing the family and doing the laundry and prepared foods making, possible short cuts in getting meals. This combination of forty-five years more of life after the children have begun to grow up, plus less time consuming chores in the home, can and has led as you see in Feminine Mistake to frustrating and fruitless experience of "years of time on my hands," especially for educated women.

However, another factor has meant that this will not happen to a great many of the women, whatever dim view of you Mrs. Freeman takes. This is the sheer economic requirements of the modern American family, which increasingly require two pay checks per household. There was a time when two breadwinners in a family was characteristic of your lower economic groups. Today, it is pretty high up in the economic spectrum, and it is even more true, I think, in middle income families. The proportional income that goes into taxes today reduces the expendable income for a family more than any previous generation. The high cost in providing an education for several children, compared with a generation ago, also demands a higher family income. Both the standard of health care expected by the average American today, as well as the cost of medical care, far exceed anything that my parents, and even your parents and grandparents, expected. So, this dual role of homemaker and paid worker results from the social and economic forces. This dual role is reflected very much in the statistics. During the 1960's there was a projected increase of 25 per cent of the number of women entering the labor market, compared with a 15 per cent entry rate for men. In fact, eight out of ten women will work for a somewhat prolonged period during their lives. Today, one out of three workers is a woman, which is the highest in our history. Of these twenty-five million women who are employed, three out of five are married. The highest educational attainment a girl has, the further she goes into school, the more likely she is to be a worker. This is all relevant to the need in our society for higher and higher educated skills for our total population.

This constant demand in our economy for more and more highly skilled workers,,for brain power, whether it is contributed by men or women, is hammered at you all the time, but believe me, it is a reality. In the last analysis, gross national product and our strength as a nation boils down to three elements, the natural resources, the head and the hand operating in a free society. Now, in the foreseeable future, the great demand will be for heads, for trained minds, educated persons with different, creative, practical and highly flexible skills, rather than for hands, and this calls for educated womanpower, as well as man-power.

This demand for increased number of women who have developed skills in many fields is apparent to us in the Women's Bureau all the time. This is all one side of the picture; namely, the relationship of women to employment as we see it in the 1960's and 70's. It all points to the extremely important vocational choice that a girls makes, even as early as the eight grade. But the other side of the coin is the ambivalence of the girls themselves and, of course, of their parents. We at the Women's Bureau, recently held a consultation with the teenage program directors of eight of the big national youth serving agencies. The settlement housing, the Campfire Girls, the Y-Teens of the YWCA, the Catholic Youth Group, and Girl Scouts, all said one thing. On one hand the girls are pretty exclusively interested in dating and marriage, and they cited several reasons for this. In addition to the fact that this is normal at this age, they pointed to such factors as the tremendous impact today on the mass media in emphasizing getting your man, as well as pressure of parents, espesially mothers, to have their daughters rate with the boys. But, on the other hand, these same program directors said that whenever at a metting or at a conference that had career consultation the most popular one and the one that was just so popular that they just could not handle was the one who would go for career discussion. You have this ambivalence, you see, on the one hand. They do want it; they do have an interest in it; but on the other hand there is this attitude that the most desirable thing in the world and the only thing that matters is to get married.

I had this amusing experience a few Saturdays ago when I spoke at the Virginia State Future Business Leaders of America, the most highly motivated group that I had ever seen. There were spelling contests going on, parliamentary law contests, and this thing was organized fairly well. They were obviously girls who were aiming at high careers in business. I said to the person who was from the State Department of Education, who teaches clerical subjects and was in charge of this, "I don't understand this, because I have been told by a number of people that the girls are exclusively interested in getting their men, getting married." She said, "Well that's true." Well then," I said, "how do you account for these girls working so hard to achieve this excellence in business skills?" She said, "They have learned somewhere along the line that boys today don't marry dumb girls." They were preparing themselves to qualify to marry the boys. Now, the reason that I dwell on this ambivalence is to point to the fact that the vocational guidance for girls is, therefore, necessarily different from counseling for boys. And, I think, that the difference is especially true with Negro girls for whom the ambivalence may even be greater. This is not to say that their conviction about getting married to the exclusion of work is really what I mean by that, but, their ambivalenve about what kind of career they want may be greater because they have less opportunity to see Negro women achieve in business, science, and many areas; but in this, they are not alone.

One of the psychologists who was writing about feminine psychology in this discussion of women in their role and their self image today, said that women were like animals in the zoo. The modern idea of the zoo, was to take the fence away and to let the animals be, to let them roam. But they don't roam. There is an invisible fence there. Well, I think that women have this invisible fence in the career world, less so now than formerly, but still there. There is prejudice. But your Negro girl has this on the one hand as a Negro and then on the other as a woman seeking to make her way in a man's world. Therefore, I think that the job of counseling girls is both different and more difficult, but also a terribly important one.

This new day in the lives of women comes upon us in a time when we face the fact that only those with the highest level of skills in the future will be able to compete in the labor market at all levels. I come back to my earlier premise: girls must be counseled or prepared and encouraged in their earliest teens to prepare for the dual role in life of homemakers and workers. Only as girls make meaningful choices early will girls be able to realize their fullest potential, both as homemakers and workers.

Now, by meaningful choices I mean choices that are meaningful to the individual girl to discover what she does best, what she enjoys doing, what challenges her thinking, what arouses her curiosity, and point to the career possibilities in that kind of syndrome, rather than to be equipped with the latest information on where are the largest number of job opportunities in the next few years. The implications are there, I think you will see. Certainly, one is that we will have to have more guidance counselors if we are to do that kind of job.

Now, of course, career information is vital to both the girl and to the counselor. We, in the Women's Bureau, attempt to produce materials and help for you in that field. I was so interested that during the middle of the afternoon session I put out some pamphlets of our publications. I can see that you too, are interested in that kind of material, and I want to say that I have a few more of the oder blanks here for the career material especially geared for women and girls; they have the order blank with them. But, if you will send them to me, my name and address are in the program, I will be very glad to send you a sample collection of the pamphlets and leaflets which we have in this field, because career information is terribly important.

As we see it, the greatest growth will be in the white collar occupations, professional, technical, clerical, and sales. There will, however, be considerable increases as you saw this morning from those excellent slides in the service occupations such as waitresses, hairdressers, practical nurses, just to name a few. And, part of this is due to the fact that as our economy grows, our income level in the United States rises, the demand for services correspondingly increases.

Although we have in the field of services the effects of automation, even where they have taken place, like your automatic coca-cola machine, they have really seriously interested. We have more people who are soda fountain workers now than we had before the machine was put in. So that that field is a growing one.

It has been suggested that I particularly emphasize some of the areas for the girl who is college bound. In teaching, the biggest gain, the greatest need will be in elementary school teachers. This happens to be the section of teaching which has the largest number of women. I think that you may now be aware of the fact that there are more men high school teachers than there are women. But, in the elementary school, this is not true, and this is where we have the greatest need. There will be 120,000 new elementary and kindergarten teachers needed each year throughout the next decade. That is just an increase in enrollment attributed to retirement and turnover. It does not cover the number we would need if we were to include our student-teacher ratio or to do what we need to do and that is to open many more daytime care centers for children with working mothers. Now, we need 120,000 a year minimum, and 1962 only 54,000 were preparing to become elementary school teachers, and, of course, not all of them are likely to go into the profession, as we found with the tremendous droupout rates. So, that is an important area which is almost limitless in terms of the number needed.

Another one that is very interesting to me is appealing to women, and is perhaps why this happening, are the teachers of adult education. There is both formal and informal adult education. This is frequently part-time and is very often a hobby with adultsto do a thing like this. This is quite suited to women who also have home responsibilities. You might be interested to know that the number of women teachers in this category, combined with the pre-school children which the census throws together called "Not Elsewhere Classified," is the most interesting story to be told as far as women and teaching goes, because the women in this group increased by over 4,000,000 in the decade between 1950 and 1960. The number of men declined. This is the only section of teaching with that experience. There was a 75,000 increase in the numbers of women in this category during the decade of 1950 to 1960, with only 35,000 women entering secondary school teaching during that same period. So this is something to keep your eyes on.

We have never had enough social workers, andthe majority of them are women. The Council of Social Work Education estimated early in 1963 that there were about 10,000 unfilled positions then in social work. Salaries were available, jobs were registered; but,there were no applicants. Agencies estimate that they will need 15,000 new trained workers annually during the 1960's. Do you know how many are enrolled in schools of social work now? About 2,500. So the gap is just widening and widening.

Another field,the health field, seems almost limitless. There are employment opportunities in all aspects of the health field with such factors as more young people in the population, more older people, those of whom require more medical attention, more people covered by medical insurance, higher standards of medical care, greater professional and nursing care, and three billion dollars that will be spent for medical research in the 1960's that is already in sight. You visualize what that means in terms of the heads that are needed to support that tremendous undertaking in research. Only about 6 per cent of the forty million doctors in this country are women. By 1975, we are going to need 36,000 more doctors a year just to hold the present level, and there are reasons why we are going to need even more than that. Although there is no longer any medical school that excludes women as there was at one time, and I think all are equal on the basis of race, the number of women entering medical schools is declining. It is very hard to understand why there is total lack of motivation. Also, I might say in speaking of careers in the health field, that the amount of money availablefor scholarships and loan funds in the health field is greater than almost any other because you have not only the national institution's help but you have the National Science Foundation and private agencies also with scholarship programs. Nursing is probably one of the professions which grew faster than any other, because in 1900 there were only 12,000 R.N.'s, and in 1962 there are 550,000; however, the Surgeon General estimates that by 1970 we need to have 850,000 professional nurses. So you see, the opportunities are allthere, if the people are motivated to take advantage ofthem. I think they will be more motivated if they develop a self-image that looks at life in terms of a new kind of span of work and homemaking. I want to mention, particularly, medical and dental technicians because there are technicians of all kinds in the health field, such as dental hygienists, X-ray technicians and all the other separate professional groups. The number of women in these groups had doubled within recent years, but there is still opportunity for many more. Again this is a field in which there is little prejudice against women and where women have shown certain kinds of aptitudes which are considered desirable.

I want to devote a little more attention to careers in the field of science, engineering, and mathematics, because it is a field which illustrates not only expanding opportunity, but the drag of past prejudice. Not only has technology created vast new industries, but even within the old industries, there is a tremendous increase in research, design, and engineers, mathematicians, and statisticians as well as a vast army of technical assistants.

However, here again women have not been taking any advantage of these opportunities. All along the line, if you compare the women enrolled, particularly graduate level courses, in Biology, in Physics, in Engineering, in Math, there is a decline in the number. Obviously, the nation needs qualified scientists, women scientists. Some women are employed in the sciences, but in 1960, according to the census there were just over 15,000 women that would be classified as real pure scientists -- really working at science and scientific research. This does not include women who are teaching science in the secondary school, although it would include them in college faculties in the science and engineering fields. Of those 15,000 women at work, half of them are chemists. Just 2,000 women are mathematicians, but even that represents a 213 per cent increase over 1950. There were just 600 women physicists in the whole country in 1960. This is a startling comparison with what is happening in other countries. I do not mean only the Soviet Union where we are aware of the progress women have made in science and medicine, but is also true in England, in France, in Holland, and in Sweden which did not suffer as the other countries did from so many of their young men being killed during the war.

I think one of the major reasons girls are not encouraged to go into science is that we still have that old stereotype. Even though we don't say the woman's place is in the home any more, we still have the stereotype that there are women's occupations and men's occupations. It is almost the same in a world that is changing occupationally as rapidly as our world is. If you categorize jobs as men's jobs and women's jobs and steer the girls toward the women's jobs because they may have a less frustrating experience in trying to make their way, you are just setting up new stereotypes that invariably result in new barriers. Girls have often been discouraged from becoming scientists, and often discouraged by Guidance Counselors. I have a colleague who has a very brilliant daughter who won one of the National Science Awards, and is going to Radcliffe and wants to be a mathematician. Her Guidance Counselor has done everything possible to stop this idea of her being a mathematician, saying, "I know you are brilliant in math, Kathy, but why does a pretty girl like you want to worry her head with a lot of figures? What you need to do is to teach arithmetic." Kathy was bent on a Ph.D. in some of the higher reaches of mathematics, but got no encouragement at all from the counselor. This very often happens, that the girl is not encouraged in the early years of schooling when she must take the right courses to get to some of these goals, because career preparation now practically starts in Junior High for those who are motiveted to go on into college. Here the guidance counselor plays a vital role. The parents may be "doubting Thomases" where their daugherrs are concerned, but a word from the counselor can make a great deal of difference very often both to the girl and to her parents.

I do want to mention that there are several companies — in connection with what Mr. Lockwood said — which are really making a positive effort to gain women scientists, because from observations they have discovered why it is that women have been successful in their companies. American Cyanimide has two hundred women scientists and are very satisfied with the results. These women are paid the same rate as the men — there is no difference in salary because of sex. Most of these women are married and have young children.

I want to read just a bit from the National Science Foundation's study on women in scientific careers. They found that, "The foreclosure of vocational opportunity for women begins early. Inadequate preparation in high school is the first step. By their choice of curriculum or subject, girls may later find that they have not fulfilled the prerequisite for the study of science. If ability and latent interest in science are not properly encouraged, choices which lead to other channels will probably be made." In a study that the Educational Testing Service made of high school seniors in a nationwide survey, almost 40 per cent of the senior girls indicated that they wished they had taken more science courses. The doors were closing in the future for what they wanted, because they had not had it. So again I say, no group can be more important than Guidance Counselors in encouraging girls who have the aptitude, the ability, and the interest to prepare for a career in science, engineering, or mathematics, because they can be so strategic.

In the business field from the college-bound side, I want to point to one field where women have made almost the largest gains in the business world of any in the last ten years; that is, in the field of personnel work. It is one of the fastest growing professional fields for women, outside of the traditional ones of teachers and librarians. Their number doubled in the decade between 1950-60. There are now 30,000 women who are now classified as professional people in the personnel field in the United States. This is expected to increase during the 1960's. Many private industries and government will be stepping up their employee training programs and making other personnel adjustments relating to expanding business or to increased technology, which will affect both clerical and production jobs. They continue to re-enforce the personnel staffs. Women, here again, are proving their certain values in human relations. Teaching in the school system is not necessary, the training aspect of the private company offers possibilities. In connection with that, I will--when I come to the clerical workers -- make some comments in relation to Mr. Lockwood's presentation.

The other tremendously great growing field for women will be that of sub-professional occupations; it will be for both men and women. By subprofessional occupations, I mean every variety of aide to professional workers--social work aides, library aides, museum aides, engineering aides, technical aides, etc. The development of this, along with the development of the junior college system, or in the community college, or the two-year community college system offers excellent possibilities for women. Again, in many of these fields, because of the courses they take in high school, they cannot see their way to a four-year college course. It may be possible for a two-year junior college course, and then some of these do require a year in on-the-job training, before they become fully qualified. In most of them, there is some kind of professional designation, as there is with your medical technologists. There will be increasing possibilities in this field.

Again, the Wall Street Journal had an article about three days ago referring to the impact of automation on the office. The Women's Bureau just completed a study on this, which is by no means definitive. We are living in a very beginning of this revolution in the office. Certain signs point to a very accelerated use of automated electric data processing, such as little inexpensive ones, about the size of the top of this rostrum, that will sit on a desk and do all kinds of things. Another factor is that for routine jobs, such as payroll and many of thetypes of transactions which banks have, tape which is already programmed, can be used in the machine. This saves hours and hours and days of clerical work, and is much faster. The fourth factor is that we were just beginning to be choked by paper work. Mountains of paper are being used in order to keep up with the developmental operations of business and industry today. The clerical workers who have the basic skills in good control are the ones who will have many opportunities.

I want to refer again to what Mr. Lockwood said: Any Negro girl graduating from high school today, who is reasonably attractive -- although I must say that some of these companies would like to have at the receptionist desk a girl who looks like Leslie Uggams and has all the technical skills of Miss National Secretary of the Year -- there are a tremendous number of openings; thereis no limit to the possibilities for the person who has the basic skills today. In this area which used to be not only white collar but white skin, it is now becoming integrated very very rapidly. Of course you know this is true in federal government which employs a large number of clerical workers even though it is not increasing vastly, this does not mean that they are not employing all the time because of the normal turn-over that is high in clerical work.

The other thing that I want to mention in connection with clerical work is the development of specialized secretaries. This is again the trend in business that parallels what I was talking about, your subprofessional in the professions. This is kind of a sub-profession in the clerical field. I am thinking of legal secretaries, and assistants, all the ones with the speciality concept. A legal secretary can help a great deal and maybe help avoid having a law clerk -- there is this kind of specialization. At the same time when I speak of specialization, I am going to say that I think it is very wise to urge women to put their efforts on getting the basic skills because they can build from that up. If one gets too narrow a speciality, he is not flexible enough for the job market of tomorrow. In the end, the thing that I want to emphasize most is the flexibility that people should have in approaching tomorrow's job market, especially for girls who are likely to have the pattern of so many years in the labor market, then out, then back in, because the world they come back into will be different; but if they have got good basic skills and a good attitude toward work, and toward its place in their lives, then they will make the grade.

THE COLLEGE PLACEMENT OFFICE AND THE HIGH SCHOOL

Mr. Anthony Rachal
United States Department of Labor
Washington, D.C.

Good evening, ladies and gentlemen. I am indeed proud to see so many of you present at this conference because it is part of an important forward step in the relationship between the Department of Labor and a large number of occupational and vocational career counselors. It also marks my coming back to an area in which I have spent very interesting and valuable years. The relationship between the "outside" world and the school must be constantly defined and expanded; this is one of the purposes of this conference. I congratulate Tuskegee on its development of such a conference.

I work among parents and students and I have found that one of the most important areas of concern is that of commitment on the part of the counselor. It is of fundamental importance to the guidance movement that the school counselor be adequately prepared to present information and materials to parents and children who have been denied opportunity for such a long period of time. The school counselor can become better prepared to be a professional and to develop a continuing commitment to professionalism if he develops a broad and deep competence in the areas of study and discipline that will most readily provide him with the understanding of social and psychological reality in terms of the children with whom he is dealing.

It is critical to the development of vocational and career guidance that the school counselor develops deep and lasting dynamic relationships with the various industries and businesses within and near the community in which he works. The world of youth today is an imaginative and creative one, and yet it is also a frustrated and an alienated one. We, as professionals, must deal with this complex world of youth. There is a whole new youth culture that has a temper in keeping with the times. This world appears to have no fundamental, theoretical, conceptual base, and yet, it undergirds the sensitivity and commitment of our youth today. The youths that we are dealing with are those who have been disadvantaged for some time; their parents before them were disadvantaged and their parents before them. They live in a multi-racial world, which is only now becoming competent and appreciative of the great strength to be gained from sensitive interaction of human beings based on the humaneness of like factors rather than the dehumanization of differential factors.

As counselors and principals at this vocational conference, it behooves each one of you to go back to your school with a renewed sense of vigor and dedication to the task that lies before you - - the task of encouraging growth in all stages of development within your youths and within their parents. The developing process of clearly conscious sensitivity to the needs and goals of the coming years is one in which we are all involved. The scientific revolution, the secular revolution, and the continuing urban revolution in terms of population are reflected in the youth culture of today, especially in the southern youth culture.

We must come to understand and accept the problems of transition and development and to realize that we can no longer give second-handed tidy answers to the questions with which we are confronted by our youths. Instead, we, ourselves, must be able to experience the very sense of what it is to be a human being caught up in an age of anxiety and to redevelop our own value systems so that we are able to assist these youths in redeveloping theirs. It is then, and only then, that we can assist them to move into the areas of educational preparation that will allow them to assume the responsibilities ofthe careers that are beckoning to them. It is no longer enough to say that training is not available or that the opportunities are not available. Instead, we must make a four or five-pronged attack on the whole nature of these problems. That is, we must undergird and upgrade elementary schools in terms of the basic educational skills and contents. We must enhance this development at the elementary level and increase it at the secondary level so that our youngsters receive the math and language skills they need to be adequately prepared. Then, as they move on to higher education, technical education, or to actual job placement, they can continue to develop their skills so that they can take over in full the top positions into which they are being called daily. It is not enough for you to go back and say "I wish" in your school; it is not enough to go back and say "I would if I could." What you must do is to go back with a sense of commitment and dedication that will not allow you to stop innovating and implementing programs until all of the youths you serve have truly had the opportunity to move toward the goal of becoming all that they are capable of being. It will take sincerity; it will take skill and knowledge; it will take preparation; it will take communication; and it will take commitment and involvement. It is a great task, but you have, by your presence alone here today, indicated that you are equal to that task. Again, I commend you for your participation in this conference and the programs that will follow.

DINNER SESSION
7:30 P.M.
Dr. W.A. Hunter, Presiding

DR. HUNTER: At this time we will have an introduction of the speaker by Dr. Russell Brown, Vice President and Dean of the Graduate Program of Tuskegee Institute.

DR. BROWN: Ladies and Gentlemen: First, I would like to say that we at Tuskegee feel that the workshop, which we are having today and tomorrow on vocational and occupational guidance, is a very important program. We are delighted to have this group on our campus, and we are delighted that Tuskegee has the opportunity to participate in a program which is as urgent and important as this one in which you are presently engaged. We hope that you are having a delightful stay on our campus and that the meeting is successful and enjoyable.

It is my pleasure to introduce the speaker for this evening, Mr. Arthur Chapin, Special Assistant to the Secretary of Labor, U.S. Department of Labor, Washington, D.C.

TASKS FOR TODAY, GOALS FOR TOMORROW

Mr. Arthur Chapin, Special Assistant to the Secretary
U. S. Department of Labor, Washington, D.C.

Ladies and Gentlemen, I am particularly proud today to be on your campus and discuss with you the topic assigned to me, "Tasks for Today, Goals for Tomorrow." I wish to express to the President of this school, to its officers and faculty members, the concern the U.S. Department of Labor has in the welfare of this great Institution and of the students that have, over the years, contributed so much to our great American heritage.

Some of you may wonder why the President of the United States and the Secretary of Labor are so concerned and interested about the welfare of this and other institutions of higher learning. I think that can be summed up in one sentence. Both President Lyndon B. Johnson and Secretary of Labor, W. Willard Wirtz,are former teachers and understand the contribution that all teachers are making and have made in the past to strengthen our educational institutions. Most faculty members are not given roses or accolades for the tremendous effort and motivation they fuse together to enable youth to seek opportunities of tomorrow. They rarely share in the achievements or the achievements of those considerations.

I recall the words of a great American, which seems to me to be appropriate at this point. In his statement observing the 100th Anniversary of the Emancipation Proclamation, the late President Kennedy said, "There is no more impressive chapter in our American history than the one in our Negro fellow citizens, who sought education forthemselves and their children, sought better schools, sought better housing conditions, sought to improve their economic opportunity and enlarge their job opportunities." There is no place and no institution where the contributions to youth are so evident as here in Tuskegee. Tonight, as I look upon this campus, and having had the opportunity of seeing this campus as you have, I am sure you will agree that the gates gave you, too, the inspiration that the future is in the hands of our youth.

What are we doing in the Department of Labor, and I would rather say "what are you doing", because after all the "we" sort of puts it on the basis that you are one place and we are some place else. This is your Department of Labor. This is your government and you have made it possible for any change that takes place. You have made it possible for the things which we are doing here now because it has been the vision of the people which made the kind of changes that are taking place in our society. I do not ever hope to forget that it really is the people and not any somebody who sits at this corner in a swivel chair or at a desk in Washington.

At the beginning of this administration, President Kennedy made a sustained effort to launch what he called a "New Frontier" to channel the aspirations of the Negro citizens not only in civil rights but in education, in occupational distribution, and in housing, to advance their earnings in the visible share of a democratic society. Advances, made by the people with his leadership, have brought us where we are now. In private sectors, many who had previously been denied promotion, under the traditional system of under-utilizing many of the Negro talents in our society, have been helped. We have attempted in many instances to upgrade the academic aspirations in Negro institutions. Someone said to me once, "Well, do not you think you should not really talk about Negro institutions?" "Is not a day coming when there will be no Negro institutions?" Maybe that day is coming, but I am reasonably proud to be a Negro. I hope that every one who is a Negro is proud of that fact. I see nothing disgraceful either in my history or the history of the Negro. I think that as I look at a picture of

Booker T. Washington, who is a great contribution to America, I might say contribution to the world, I think it unfortunate that so few Americans know the contribution Negro people have made to the growth and power of this nation. I think that American education has been sadly lacking at this end of our society.

The Secretary of Labor, Mr. Wirtz, beginning in January of 1963, extended an invitation to the presidents, deans, and executive officers of the predominately Negro colleges to meet with the responsible officers of the Department of Labor and other departments of government, to give them an opportunity of seeing what the manpower needs to this period in our history were, where the jobs were going to be, and in which occupations. Very recently the Secretary of Labor contacted, by letters, the 1962 college graduates of predominantly Negro schools. The purpose of those letters was to ask the graduates whether or not they were working in the field for which they had attended college. We wanted to know whether or not the graduates were interested in leaving or remaining in the area classification in which they were presently employed, or were satisfied with the job which they had.

The first of the conferences was held at Howard University, Washington, D.C. and the fourth and last was held at Texas Southern University, Houston, Texas. In every university, the president of the school indicated that interpretive action can improve our students -- not only the traditional career opportunities, but new career opportunities. It is the interpretation of opportunities - new and old - that we are here concerned with. Reports of the conferences have been issued, and the demand for the reports has been high. Libraries all over this country have requested copies of these reports. It is interesting to know that material in the reports was reflected today in the questions raised by counselors of vocational high schools. I presume that if you read the report and heard the discussion today, it would be hard to distinguish the tenor of the college conference from this conference for counselors.

You probably have read and noted the crudely quoted statement by the president of Massachusetts Institute of Technology when he talked about current occupations and learning. He said just four years ago that half of all we know in science has been learned in the past ten years, that our scientific knowledge would double in the next five years, and will continue to multiply in an ever increasing rate. So, counselors at this session and others must convey to students, even where vocational training is limited, that they must not rely on the content of the courses available, but rather understand the relationship between procedures involved in today's opportunity as a bridge to the understanding of tomorrow's techniques. The operation of a machine and the operation of machinery may be more helpful than the product which may be learned. Today employees strive for and often get the very best in terms of today's available manpower. Yet there is an unmet demand for trained manpower at a time when many who seek work have no training. However, there is no calling back of the mistakes in training. Whatever these mistakes may be, the changing skills and the change in skills must continue with greater rapidity to meet demands of the present factory revolution.

In Philadelphia a few months ago, I said that about one quarter of a million Negroes are currently attending the colleges and universities of the country. You are perhaps aware that one hundred thousand Negro students are pursuing college work in the South, including the District of Columbia. Negro student enrollment in higher education in America is higher than the total college enrollment in Great Britain, or Italy, or West Germany, or even France, though the Negro population in America is less than the total population of these nations.

The high financial cost of professional education, such as medicine, is a serious obstacle to Negro youth, and of all youth. Thirty-four per cent of Negro youth, compared with four per cent of white, report financial handicaps, most especially in graduate and professional schools. A greater part of our time and effort, and yes, part of your time, perhaps, must, therefore, be spent or set aside to make sure that special financial aid be available in order that young men and women can attend school.

I was interested today when I heard Mr. Walker talk about plans for purpose and what some of the companies were doing. I hope more companies of America will understand the urge to continue, not only what they are doing, but expand the program, to permit Negro youth to get their fair share of being an American, because far too few young men and women are identified, openly identified, with our society. This is true. More and more individuals of America must recognize that the Negro youth today is not only interested in what I said, but he is interested in what he sees. So it cannot be like the minister who said, "Do not do what I do, but do what I tell you to do."

As has been said, the Negro needs more education; he needs better education. Education for today's youth cannot be over-stated, particularly for the Negro boy and girl. The man whohas not completed grade school will earn one hundred thousand dollars less in his lifetime than the high school graduate. The high school graduate will earn one hundred forty thousand dollars less than the college graduate. The youth who will complete one out of three degrees will earn $50,000 more in his lifetime. Let me make the same point in other terms. Unemployment rate for workers between the ages of twenty-five and fifty-four who have less than a grade school education is twice as high as the rate for high school graduates, and four times as high as the rate of some workers with some college education. Let me give you the same figures for young Negroes only. One out of every three Negro youths with only an eighth grade education is unemployed, compared with one out of six with high school education, or one out of eight of those with one or more years of college. These figures indicate that less than one out of twenty-two Negroes over twenty-four years of age with one or more years of college is unemployed. Keep in mind that these figures are based, of course, on the situation of today, as automation increases jobs will become even more complex, the relative income of the uneducated will become lower, and their unemployment rate will become higher.

I hope you have understood what I believe to be hard fact, that there is no unemployment future for the unskilled, unschooled worker in today's and tomorrow's society. Job opportunities are expected to increase, but only fourteen per cent in the '60's. These will mainly be the skilled jobs requiring education; they will principally be white collar jobs whose rate of increase will likely be thirty per cent. It is said that we have been victimized by racial prejudice. This is true, and none of us can deny it. However, the time has come when the effects of racial prejudice on the welfare of this nation, I believe, will be recognized and all American can accept the inevitable changes brought through the combined forces of legislation, judicial decree, political action and common decency.

This one hundred years after Emancipation, we stand at the dawn of a new day moving steadily toward full citizenship and a lightened sense of personal dignity. If there is any place in the world wherein this has been spelled out, it has been here at Tuskegee during the days of this conference. Yet, we face a paradox that all of us in this room have experienced. The paradox is the reluctance to accept Negroes in employment on one hand, while insisting that he receive an inferior education on the other hand. The paradox that he be fully prepared at a time when many employers are embarrassed that they have practiced unequal opportunity. Your government is committed to help end this paradox. We also know that not only is God's help needed, but we know that God helps those who help themselves. Our moral and constitutional right to equal educational and employment opportunities are clear. And,it is our duty to encourage our students to seek more education, fair education,and a lifetime devoted to studying and working in order to be ready for new opportunities now developing. What a shame, what a waste it is when an employer finally says, "Yes, I no longer will discriminate, I will look for a Negro for the job," and there are no Negroes found qualified. This is our challenge. This is your challenge. The challenge that you can accept tonight

When you leave tomorrow going to your respective local communities, I trust that you will take on this new challenge - a new spirit for the young people whom you counsel. Give to them new hope. The day is here in their lifetime; unequal conditions which have been theirs will change rapidly; you can contribute toward that change. As Mr. Rachal said, "We can make a contribution in many ways." I hope you will go to your classrooms and make sure the young men and young women understand there are fewer barriers today standing as an obstacle to the job in the occupation he desires. The world belongs to him. The world of service.

Thank you very much.

MOTIVATION: A REALISTIC APPROACH BY SCHOOLS IN URBAN AND RURAL COMMUNITIES IN RELATION TO EMPLOYMENT

Dr. William Johnston
Specialist in Counselor Preparation
Office of Education
U. S. Department of Health,Education and Welfare

It is indeed a pleasure for me to participate in this regional workshop on Vocational and Occupational Guidance in the Sixties and Seventies, and to have the opportunity to visit, again, this beautiful and historic campus.

I want to use as a sub-title to my scheduled topic, "Counseling Economically and Socially Disadvantaged Students."

There are thirty million persons belonging to between nine and ten million families with about eleven and one-half million youngsters who are considered poor in our affluent society. Their combined family annual incomes are less than $3,000. One out of two non-white families, numbering 22 per cent of the total, live in poverty. More than half of all the poor families in this country now live in urban areas, having moved from the South, from the Appalachians, from Puerto Rico, and rural farm countries during the past decade. Students brought to the public schools an influx of problems which were magnified by the exodus to the suburbs of middle-class whites. The population that remains is predominately unskilled or semi-skilled, low income racial and ethnic minorities. Lacking in motivation and encouragement from parents, these disadvantaged students develop a sense of futility and withdraw from school at the earliest opportunity.

McBrowning said the majority of dropouts come from backgrounds of semi-literacy and poverty, sometimes crying, often neglected. Although the early grades offer the underprivileged child some measure of security, by the time he reaches high school the sociological pressures from outside are dominant. Three out of five dropouts have not even had the benefit of guidance and counseling to help them adjust sights to potentials. The future of the dropout is depressingly bleak in view of the manpower, employment, and retraining needs of our times. Because of the fact that there is a close correlation between the unemployment and low education attainment, jobs for those without a secondary education decreased 25 per cent in the past decade. In March 1962, persons of eighteen years and older without high school education made up 64 per cent of the unemployed. As our society continues to become automated, the dropout's plight gets more serious. Our manpower requirements are increasingly demanding higher educational levels of attainment to carry on the work of the nation. The greatest demand on the labor force is for highly trained professional manpower with sixteen years or more of education. Jobs in this category have grown from four and one-half to seven and one-half million since 1952. Semi-professional and technical manpower requiring one to three years of post secondary education was second in demand with over two million new jobs created in the last decade; whereas, jobs filled by high school graduates rose 30 per cent.

The President's task force on Manpower Conservation, in their recent publication entitled, "One-Third of the Nation," pointed up the poor in the following: The poverty from which most rejectees by the armed forces come often follows them into young adulthood. Four out of five drop out of school because they lack guidance or must work. Work for the uneducated is difficult to find and often pays poorly. Unemployment among rejectees is four times greater than among other young men.

Rejectees, once they find work, usually earn about one-third less than others of their age. Because of this cycle of poverty, there is a good possibility that children of rejectees will also become rejectees. More education is mandated and will continue to be essential for a place in the sun in our society. The socially disadvantaged are those who have been systematically deprived of equal educational opportunity , equal economic opportunity, equal civic opportunity, those deprived by discrimination, prejudice, and by exploitation resulting in a growing indifference to social responsibility in a democratic society. Constant depression is their lot. Children from such homes tend to exhibit poor motivation for responsibility, non-purposeful behavior, poor health habits, inadequate communication skills, and many other adverse traits. These deficiencies are reflected in schools by low achievement, low intelligence test scores, poor attendance, and high dropout rates.

The socially disadvantaged are also the economically disadvantaged; namely, poor whites, Negroes, Puerto Ricans, migrants, residents of Appalachia, Cuban refugees, Mexican-Americans, Indian-Americans -- those who are culturally different in terms of middle-class Anglo-American standards. Needless to say, minority group persons can be found at all socio-economic levels. Contrary to popular beliefs, economically and socially disadvantaged students in the public school population of this country are not a new phenomenon. It has been reported that prior to the 1940's such persons were dispersed throughout rural areas or lived in ghettoes and were effectively overlooked or ignored. By 1950, one of every ten children in the great cities was considered to be a child with limited background. By 1960, this figure had grown to one in three, and by 1970, it is expected that one of every two children will bring varying degrees of disablement to the schools.

The economically and socially disadvantaged children in our affluent society are now the subject of great concern by many public and private agencies. President Johnson has called for an anti-poverty war and has proposed anti-poverty lesislation. Many interesting, dramatic, significant, and widely known programs have been introduced to meet the challanges of the experiences from which these youngsters suffer as a result of poverty. New York City's Demonstration Guidance Project, launched in 1956, and its subsequent High Horizons Program started in 1959, spearheaded a movement to provide special program in public schools for the education of disadvantaged children and youth. In 1960, the Ford Foundation introduced its great city school improvement program in ten major urban areas. The purpose of this program was to demonstrate the value of various techniques of improved education for the growing school population from slums or great areas in our urban communities. The movement has spread to numerous other cities. California and Pennsylvania have their Environment Enrichment Program and New York State has its Project Able and its school of Employment programs.

The following programs will be of interest to this group and will describe some few approaches school are undertaking in relation to motivation and employment. The School of Employment Program in New York State, or STEP as it is known, was established by the State Legislature in 1960. Funds are provided for seven experimental projects in seven large New York cities. The project in New York City combines three elements: individual guidance, a suitable curriculum and a job. Each group of twenty sophomores who are considered potential dropouts are assigned to a teacher coordinator who spends two periods with them each morning teaching basic skills, with the aid of special curriculum materials. For the rest of the morning they attend regular high school classes. In the afternoon they work at neighborhood jobs at which they are supervised, for which they are paid, and for which they receive credit at the end of the term.

Youngsters can be motivated by changing the curriculum to meet their needs and stirring their interests, by improving reading instructions in the lower grades, establishing free nursery schools and kindergartens at key points, getting volunteer workers to take the place of older children as baby-sitters for working mothers, asking good students to tutor slow students, providing guidance services from the kindergarten through the twelfth grade, providing an evening school program, and attempting to get the student who plans to leave school registered for the evening school before he leaves the day school.

One rural Pennsylvania area has expanded transportation facilities to include jitney service to remote rural areas that have school age population. Young people in these areas can no longer use lack of transportation as an excuse for not participating in co-curricular activities or for dropping out of school. Work-study programs probide another source of motivation for students. Students in these programs attend school part of the day and work during the remaining hours. In one high school in Washington, two students hold the same job. One works while the other attends school for a week; then they exchange and the working student is in school for a week while his partner is on the job. They receive credit for satisfactory job performances and are paid for the work they do. They are also counseled during their course of study. Most projects of this type require the cooperation of school authorities, parents, and officials of local business firms and industries to make the jobs available.

Community agencies -- primarily settlement houses, day-care centers, government agencies, New York City's Mobilization for Youth Project, Washington's Action for Youth, and seventeen similar programs designed for the prevention of deliquency under the sponsorship of the President's

Communities on Juvenile Delinquency and Youth Crime, the YM and YWCA, and the Urban League -- recognizing that the public school cannot be a panacea for all of the problems of the disadvantaged, have become involved in the problem. A number of colleges and universities -- Princeton University, Southern University in Louisiana, and Dartmouth College, for example— have organized summer remedial programs. Legislation has been passed to meet the special vocational needs particularly for youth in economically depressed communities. Examples of such legislation are Vocational Educational Act of 1963 and the Economic Opportunity Act of 1964, which is pending. City school superintendents, guidance counselors, counselor educators, youth workers, and counselors themselves are increasingly cognizant of the fact that traditional counselor preparation programs are deficient in the training of counselors to meet the needs of present generation disadvantaged youth. Basic to the success of the demonstration programs referred to above, however, are effective guidance and counseling programs.

Holland and Gaines reported that guidance programs, as they had been conceived in the past, have placed their attention on the general population with very little though or direction being given to those minority groups who fit into the general framework of guidance responsibilities. Yet, the fact that they are a large segment of our population makes these minorities worthy of critical analysis for the purpose of finding out if the methods, procedures, and tools of guidance workers are so designed that they fit any group regardless of race, color, or religion.

Recognizing the growing demands for professional training in this area, four universities -- University of Arizona, Michigan State University, New York University, and Sacramento State College -- under contract with the United States Office of Education, during the summer of 1963, offered National Defense Education Act Counseling and Guidance Training Institute, the stated objective of which included the training of counselors to meet the needs of the culturally different student. Atlanta University, operating a Counseling and Guidance Training Institute with NDEA funds throughout the regular 1962-63 session, included among its purposes: identifying the able students who come from culturally impoverished backgrounds and in motivating such students to prepare adequately for college admission. Currently NYU and Teachers' College, Columbia, are conducting NDEA Institute earmarked for the preparation of counselors of disadvantaged students. In light of the present day problems and facts regarding counseling the disadvantaged, it is evident that counselors need additional professional preparation specially designed to cope with the disadvantaged child. Different from the generalized approach in counseling, Trueblood, in "The Role of the Counselor, in the Guidance of Negro Students," advocates that school counselors, in working with special population groups, need to recognize the needs of such groups. The process and techniques which are used in the guidance Negro students, while they remain basically the same as those used for other groups, will be affected by the special needs of a particular population group. It seems defensible, therefore, to state that the role of the counselor in the guidance of Negro students must be affected by his special knowledge of the needs of Negroes. A special knowledge of the need of the Negro can be gained only by studying the psychological and sociological background of the Negor.

Other groups falling under the general classification of disadvantaged in our society had similar needs. Eleanor and Leo Wolfe caution, however, that there is sometimes the tendency to over-generalize and over-simplify the problems of minorities by forcusing mainly on the similarities between groups while neglecting crucial differences. Perhaps the major similarity among the disadvantaged is economic poverty. Cultural backgrounds are varied, but the inferior social status of the Negro seems to have a more depressing effect upon his educational aspirations and achievement.

In discussing guidance for the disadvantaged, Brazil, and Trueblood stressed the need for initiating counseling and guidance as early as possible in the elementary schools. Most of these children experience frustration and failure all through their school years because of the lack of intellectual stimulation in their early lives. Day care programs and pre-kindergarten programs providing educational experiences are trying to fill this void in children from some areas in some cities. Baltimore and Cleveland, for example, introduced programs, whereby, youhgsters between the ages of three and five are being taught to pay attention while adults read to them, to build their vocabularies, to increase their attention span, and to cause them to become ready for reading and learning at a much earlier age. By the time they enter the first grade, they are generally receptive to learning. A guidance program in the elementary schools would facilitate earlier identification of the high incidence of physical and emotional deficiencies found among disadvantaged youngsters which interfere with learning. The reading level of disadvantaged youngsters is often found to be from two to four years below grade level. Without the ability to read, children experience a succession of failure in all subjects. These youngsters are poor readers, generally, because parents do not or cannot read to them or because they do not have reading materials in their homes and because the crowded home situation is often not condusive to reading. There is a lack of communication in the homes of the disadvantaged which helps to limit their vocabulary development. Most home conversation consists of sharp one-word commands. Slang, profanity, or colloquial expressions are often used. Parents need to become involved and concerned about the educational problems of their children. They need to give encouragement and psychological support, see that their children get about eight hours of sleep at night, and a good breakfast leaving for school in the morning.

Intelligence tests -- and we have talked quite a bit about them -- are unsuited for disadvantaged youngsters, according to Frank Reisman in his book, The Education of the Culturally Deprived Child. At present, the standard intelligence test, both individual and group, is strongly middle-class biased. Educators should be cautious about using these tests on or about making inferences from them about educationally reprived children. Placement of these children is special classes, retarded classes, and adjustment classes on the basis of these tests is questionable.

Guidance of deprived children in terms of vocational plans and college entrance on the basis of IQ tests should be discouraged. In fact, most tests, including personality tests, do not enable us to make accurate appraisals of these children. This is true not only because of the content of the tests themselves, but also because of the relationship between the middle-class examiner and the deprived subject and the learner's lack of sufficient motivation, practice, and reading ability. The problem of rapport is even greater between a white examiner and a Negro child.

Patricia Saxton, in her book, Education and Income, supports Reisman. She writes, "Because IQ tests are persistently misused in schools, it would seem extremetly advisable to abandon their use and their misuse completely." She also points out that IQ scores of lower income students seem actually to decline with the passing school years as the burden of their inferior social status increases. The New York City Board of Education abolished the use of group IQ tests in its public schools in March of this school year. The counselors will need to develop skill in helping disadvantaged children recognize and handle their own prejudices toward persons of a different class, racial or cultural background. Disadvantaged youngsters have fear and distrust of middle class and upper class people, as well as people of different racial or cultural groups. There is no opportunity to learn the habits and values of another class or race because the contacts with these people are limited. Counselors, psychologists, and others involved in the emperically observed phenomena which they call "pan stupidity." This, in essence, is a mask of ignorances maintained by the child to prevent involveme with the adult whom they perceive as different and the enemy. These youngsters must be helped to function in a multi-racial, multi-class society, with an appreciation of the cultural differences of the various peoples.

The personality development of the disadvantaged student should be of real concern to counselors. These youngsters' personalities will reflect not only the influence of low level social class but also the effects of discrimination and segregation based on racial and ethnic backgrounds. Feelings of hostility, humiliation, inferiority, self-doubt, self-hatred, and construction of potentialities of self-delelopment are some of the damaging defects. These attitudes seriously affect the levels of aspiration, the capacity to learn, and the capacity to relate in interpersonal situations. Counselors recognize that they are generally unprepared to give adequate guidance to non-college preparatory "so-called slow and reluctant learners," many of whom are among the disadvantaged. Counselors' own lack of experience with business, industry, government, and labor often makes it impossible for them to do a realistic job with the disadvantaged students. The counselors needs to be familiar with the non-professional job world, the occupational world of the skilled, and with the preparation required of the multifarious kinds of skill vocations. The counselor will then have a knowledge to help the disadvantaged non-college student to formulate realistic educational and vocational goals.

Reisman and Hanner warned that there is a great danger in over-emphasizing vocational non-academic education for children of low income background. In the attempt to relate education to their physical style of life, the intellectually relevant aspects of the low income positive side must not fall by the wayside, limiting education for manual occupations. The educationally deprived child is often slow to learn, but this does not mean that he cannot learn or is unable to. Teachers who think so will miss the particular learning strengths that lie in slow, cautious deliberation.

Some counselors have thought that they were helping disadvantaged youth when they counseled them away from college preparatory programs or stopped their educational programs any time a job became available. This has prevented many promising disadvantaged students from realizing their full potential. Despite financial handicaps, a way to further education is often found if the incentive is strong enough. However, the lack of incentive keeps many young people from taking advantage of opportunity when it presents itself. Far too many youngsters there is no incentive at all; nothing in any of their homes, in their neighborhoods, or their social life has impelled them to seek the education that is so vital today. In counseling the disadvantaged we must not lose sight of the interaction of the individual with his environment. Some individuals do succeed in spite of the most adverse conditions and will use their deprived environment as a stimulus to achieve a better life. Other individuals, in spite of the most favorable environmental circumstances, will react to their cultural advantages by becoming dependent, passive, irresponsible, and even delinquent -- feeling that the world owes them a living. On the other hand, the disadvantaged individual may become fatalistic because of his circumstances. Some may urge and make no effort to do anything about it. "Whatever will be, will be" becomes his code. Reisman implies then when he says, "Low income groups tend to view their problems as external -- designed by a merciless fate." This point of view may be statistically valid for the group known as the disadvantaged. But I question the fact that the individual who succeeds regardless of life's circumstances accepted this fatalistic philosophy. His success is a result of his conviction -- his positive self-image that he could be somebody. The role of the counselor, it seems to me, is knowing which individuals from a group have the inner drive, the determination, the strength, the vision, the dream that Mr. Rachal referred to last night, and the conviction that he can and will succeed and work with these individuals to give them the push they need. Even among the dropouts some will find their way; others will not. The counselor has an important role in assisting teachers and administrators in understanding the educational, sociological, and psychological factors shaping the lives of the disadvantaged.

Separating disadvantaged children and slow groups within a class or in a separate classroom damages their social adjustment and their ability to learn. For this reason, the chart system in some school systems -- Washington, D.C., for example -- is under attack by educators. Saxton concurs with this -- that separation has drastic effects. She says the disadvantaged student is bright enough to catch on very quickly to the fact that he is not considered very bright. He comes to accept this fact because the school should know he accepts his fate. Intellectually he is lost. He accepts this low appraisal of himself, and both he and society must suffer the consequences. Kenneth Clark says, "Since curricula in New York are based on the assumption that Negro and Puerto Rican children are unable to learn, these children, of course, do not learn." This is what I call a self-fulfilling prophecy.

The counselor's role should include intensive individual counseling and a dynamic program of group guidance. The counselor needs particular skill in establishing rapport with the disadvantaged student. Often when these students recognize that emotionally someone is interested, someone cares, and that the counselor is their friend, they will make real efforts to achieve. The counselor has to be award of the student's perception of him and in hearing non-verbal communication since these youngsters are often less verbal and have difficulty expressing feelings and thoughts with works. Hidden strengths, ability, and creatively must be discovered by the counselor and or the teacher, and this can often be done by watching the youngster as he plays with his peers -- whether or not he assumes a leadership role, whether or not he has any skill in art, music or athletics, or what have you. Often you can discover a gifted youngster by observing him in a non-verbal situation.

The counselor must be an accepting person with a positive attitude and respect for the individual, one who is calm, and placid in temperament and who is sincere and compassionate. Some counselors experience difficulty due to their own conflicts about race, or due to feelings of contempt for their social inferiors. Counselors, idealistically, should be persons without racial, social class or cultural prejudices. Community resources shouls be utilized in the guidance of the disadvantaged students and their parents. Any school program today, if it is to be effective in holding more students and equipping them for the challenges of the times, must be a total program especially utilizing the experiences of both the school and the community.

Finally, it is generally recognized that the schools should provide programs and services which compensate for disadvantaged student's physical, mental, and emotional handicaps. Schools in depressed neighborhoods should assume an equally urgent commitment to compensate for a child's impoverished socio-economic background. In some areas they have a shop whereby old clothing is collected in the school. The Home Economic Department repairs them, and they are hung where students who do not have adequate clothing for school can go and purchase them for almost nothing.

It follows this composition that such efforts should be accompanied by activities which attempt to compensate for the cultural deprivation of the child's parents. The presence of large numbers of disadvantaged residents in depressed neighborhoods, therefore, should stimulate school staffs to examine carefully their responsibilities and opportunities for developing imiganative programs and services designed to compensate for the deprivation of both the child and his parents. The school in depressed areas, in other words, should behave differently from schools in more favored socio-economic areas through daring creative interventions to upgrade disadvantaged students in every area of their experiences.

In my research I have visited some rural areas. I have been in the mountains of Kentucky and West Virginia, and I found what you have described to be very true. Most of the school programs are very unrealistic. The guidance counselors and the schools themselves are still geared on college preparation. The only thing that I can offer at this time is that perhaps under the provisions of the Vocational Education Act of 1963, many of these youngsters will be reached. With the development of area Vocational Schools, and the Economic Opportunity Act of 1964, core programs will again reach some of the needs of these youngsters.

In Charleston, West Virginia, the President's Committee on Juvenile Delinquency and Youth Crime has a program of action for Appalachian youth. While it is based in Charleston, it is earmarked at the rural youngsters from the mountains of West Virginia, and these youngsters will be brought into Charleston, placed in a boarding school situation, and taught skills to meet the job needs throughout the country.

I saw, in Baltimore, a post junior high school organized for youngsters who were not motivated academically, and whom they thought could not profit in the traditional academic high school or even vocational school. They are experimenting, starting this last September, with this post junior high school teaching youngsters service skills. The skill that Mr. Chapin referred to last night of mixing the composition to clean floors in terms of janitorial services, now is one of the things that they are teaching. They have ten service areas that they are teaching youngsters: landscape gardening, janitorial services, food services, shoe repair, and pressing.

I do not know how much we can do in the rural areas, but I am thinking that through these two pieces of legislation, perhaps, rural youngsters will be brought to the urban areas and trained.

I prefer to use the term economically and socailly disadvantaged, although all of the terms are interchangealbe, more or lees. I try to define the economically disadvantaged as a youngster who comes from a family with an income of $3,000 or less. That is the poverty cut-off point that the President has set up. A family earning three thousand dollars or less would be considered economically deprived.

QUESTIONS

QUESTION: You spoke of the discontinuation of IQ Tests in New York State. Will you speak further on that particular doing?

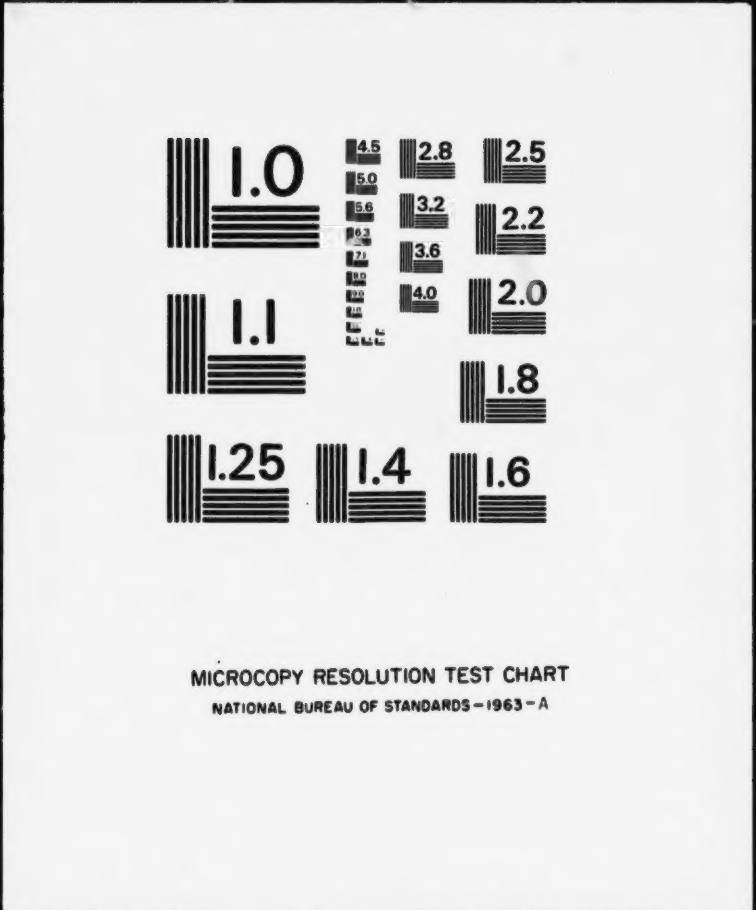
DR. JOHNSTON: Achievement tests are still being used, and I certainly didn't want to give the impression that we shouldn't have testing at all. I think that tests are still usable and useful instruments, but I think that in too many cases we have used the results too liberally. We have categorized youngsters in terms of their potential as a result of their performance on these tests. And, as we mentioned yesterday, youngsters not having the ability to make the association of the shade, the window, and the rug to the floor are sometimes unjustly categorized unfavorably. Or, if on a test a question has to do with an escalator, and a rural youngster has never been in a department store where they have escalators, then this youngster is being tested outside the realm of his experiences, which has nothing to do with his ability to learn or his ability to grasp ideas. The same would be true if you tested an urban youngster about the sources of some of our food products which they make no association with in terms of how lettuce is grown, or where we get celery from, or any of the other vegetables that we have. Any of the milk products, for instance, would be, again, outside the realm of the experience for the urban youngster.

I think Allison Davis, who spoke two decades or more ago at the University of Chicago, has been trying to develop a culturally fair test. We still do not have instruments that will measure the academic potential of youngsters in our society. I visited Miami and looked in on the invasion of the Cuban refugees in the school system there. Certainly they cannot use these instruments to measure the potential of these youngsters because they do not have the facility of the language. This is also the case with the Puerto Rican youngsters in

3 OF 4

ED

015250


1.0
4.5
5.0
5.6
6.3
7.1
8.0
9.0
10
2.8
3.2
3.6
4.0
2.5
2.2
2.0
1.1
1.8
1.25
1.4
1.6
MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

New York City. Indian youngsters, whose experiences have been limited to reservations, would not be able to respond to the verbal, highly urbanized, middle-classed, biased achievement and intelligence tests as we know them. Use them for whatever indications they may give, but certainly do not accept it as the final word.

QUESTION: How are we going to combat the situation of the small school with limited facilities while trying to help these young people?

DR. JOHNSTON: I know that larger high schools have more facilities than the smaller schools. As we move towards the ideal in terms of the teacher-pupil ratio and counselor-pupil ratio, services will be offered to these youngsters so that they will be upgraded. I would like to just mention that one of the must enthusiastic counselors that I have talked with, who was full of hope, vim, and vitality, and generally interested in her youngsters, was a counselor in a small town out of Beckley, West Virginia; I think it was Folkleyville. This was a high school with grades one through twelve, with 250 students. On the side of this mountain were these empty houses sitting approaching the school. There were empty stores up on the hill, and an empty school building. People left the community because there was no work, but those who were there still felt that there was a job to do and were really involved in the education of these youngsters. And, I thought they were doing a tremendous job at that small high school, grades one through twelve with 250 students, and the real interest and enthusiasm that everybody had just radiated through the place. I was really inspired. So big schools need not necessarily be the answer.

QUESTION: How can we interest parents in school projects?

DR. JOHNSTON: I am very glad you brought that up. At the Allen P. Stewart Elementary School in Toledo, Ohio, there is an excellent program in terms of upgrading youngsters academically, culturally, and socially without any financial assistance from any source other than the parents themselves. But this principal at one time had a problem of truancy, and he got the Board of Education to agree to contact the attendance office concerning stricter enforcement of school attendance under these conditions. The parents were called down to the Board and there was a law that the parents could be charged for each absence after the first three, I believe, without due cause. So the Board made arrangements with the parents whereby if the parent kept the child in school every day and actively participated with the PTA, the parents would not be fined. The principal of this school has about 90 per cent cooperation from the parents, and they have become interested in the community. Whether or not they have children in the school, they join the PTA and contribute money. Their students have made trips to Detroit, Chicago, and Washington. They take advantage of cultural programs in their immediate area, and they are doing many other things. The total impact of the school on the community has improved in terms of pride, in terms of parents, in terms of decorum, and in terms of elimination of delinquency. It can be done without money.

DEAN PHILLIPS: I want to mention one brief aspect which I will elaborate on a little bit later. It is important that we all realize that we are a part of a very significant undertaking that was mentioned by Mr. Chapin last evening. This is the first time that the Department of Labor has sponsored this type of workshop or conference on such a regional scale with the wide range of schools represented. Therefore, the findings of this conference are going to be utilized across the country.

REACTIONS BY MR. L. L. HAWTHORNE

Principal - Union Grove High School
Marianna, Florida

I want to say first, we congratulate Tuskegee and Dean Phillips for this kind of conference, and I think it is a worthwhile conference because this is a somewhat new program. I have listened to many speakers who have given us valuable ideas and my major reaction will be to carry these ideas back and utilize them in order to make our program in my little part of the world better.

Motivation includes impressing the student with the "what" and "why", in other words, what we want to do, how we do it, and why we do it. There is something about the human family that we must consider in carrying on any program, and that is who is carrying it on and what is the background. To the principals of our conference, I say make your selections according to the moral standards of the person, and Ibelieve we will have more effect in the world, in our nation, and in our community. Thank you very much.

REACTIONS BY MR. J. H. STEPHENS

Principal - Holloway High School
Murfreesboro, Tennessee

The motivation of a boy or girl for education depends also upon the nature of the school's program and the school's staff. If the school is an interesting and rewarding place, a boy or a girl is likely to stay until graduation, and even do further education. Youth with special non-intellectual talents are likely to have their educational motivation influenced by the opportunities to develop their special abilities in school music and shop and things of that type. I would like to say that one of the most perplexing problems that we have as principals and as counselors is the matter of motivation of our young people. As we look into the faces of boys and girls who come to us each day, do we realize their socio-economic backgrounds and the influence of the community and parents? There are many factors that play a part in the lives of these young people, factors which affect their learning processes.

I would like to take just a few minutes to tell you about what we are doing in our school community. Through the mental health program of the United States Office of Education, we have a program for culturally deprived youngsters in our school. Each summer we have such a program wherein we try to motivate culturally deprived youngsters to read. We need more programs of this kind that are centering their attention upon the rural slums of our Southland. The students who come to us, graduate from the rural slums and go to the city slums. But, our problem is that of finance. The pressures are brought to bear upon us as principals. If we could get money, we could meet our problems more adequately.

I am proud of the opportunity to talk to you, and I hope you will have the opportunity to visit our program and see what we are doing with the Peabody group at Murfreesboro. Thank you.

RECENT DEVELOPMENTS IN EMPLOYMENT TRENDS FOR YOUTH

Mr. Eli Cohen
Executive Secretary
National Committee on Employment of Youth

Dean Phillips, Mr. Chapin, and fellow toilers in the counselors and guidance vineyard: First, let me make a couple of points with respect to having some perspectives on what it is that I am planning to do this morning. I feel a little self-conscious, and perhaps even a little presumptuous talking with you about southern Negro youth. As you can see, I am white, born and reared in the north, a Yankee, and I wonder whether anyone in my position can really feel and really understand what your students go through and do they really have something to offer to you by way of sound advice and comment. Yet, I want to talk, because I am interested, and because I think I have a few qualifications that might offset my limitations here. I am, in the first place, Jewish. As a member of a minority, I think I have some notion as to what it is like to be a member of a minority group. In my job, I go throughout the country and get some picture of what goes on in various sections of the country, and perhaps from this point of view, I might have some useful things to say to you.

The second point I want to make to put this discussion in perspective is that in one sense this is the worst possible time to be talking about careers for youth, as far as I can tell, in the history of our country, because there are two very strong opposing trends operating throughout the nation today. In the first place, I have never seen -- in the almost thirty years that I have been working with youth problems -- the speed and extent with which opportunities are being opened up to Negro youth today and Negro adults as well. I understand you had someone here from the Plans for Progress Program yesterday, and I am sure he can tell you a lot more than I could, and probably had told you a lot more than I could about the large companies throughout the country that are employing Negroes and other minorities. The situation would be really laughable if it were not so serious and so tragic. I have talked with dozens of employers in the last few months who are falling all over themselves looking for qualified Negroes to employ. You have on the one hand this upward surge for the employment of Negroes which we have not seen since World War II, when there was a shortage of employees. Up against that, is a long-term trend in our job market. That is the trend of declining opportunities for the unskilled and the uneducated and for those who lie in the rural and farm areas. But when you have this movement counter polled against a long-term trend in the job market, fewer and fewer opportunities for those who are unskilled and those who are untrained and uneducated, then you have two kinds of opposing forces clashing. Within our minority groups we have a higher proportion of those who have the skill and who have the necessary education to take advantage of the opportunity that requires higher and higher levels of education and training.

So, this is a difficult period for you working in schools with young people. This is a period of uncertainty, a period of doubt, a period of one step forward and one step backward; and if, as you work from day to day through the difficulties, you tend to get discouraged, bear in mind that one of these days, and I think we are moving in that direction, these two forces will get settled down, and that the increase of opportunities will expand and deepen, and at the same time as we succeed in training and educating our Negro youth. They will be in far better position to take advantage of these opportunities.

Against this background, let me speak on the two points: The challenge to the schools and the challenge to those of you who are in guidance. It does little good to batter down the bars of discrimination if there are no Negroes available to follow through who are qualified andwho can accept the opportunities that are thus made available. And, this, I think, is the challenge to the schools, because the school is the one consistently stable institution in the society which is dealing with these youngsters on a day-to-day basis, and which, while not alone, can nevertheless be the decisive influence that will prepare them to take their places when opportunities become available.

Now, to do this, the schools have got to be prepared to take on a number of responsibilities. I think, first and foremost among these is the need on the part of our schools to really have a commitment that they want to educate and train all the youngsters. I have worked in schools where the tendency is -- here are the good kids, here are the ones who don't give us any trouble, here are the ones who are fairly bright and learn more quickly-- the natural tendency is to want to work with these youngsters. They are more promising. They may go on to college, and the school will look better because they have got so many more graduates going on to college. And then theothers who are not as pleasant and who may be behavioral problems, have trouble learning, and so on, but these youngsters are equally as important as the brighter ones who are going on to college. It seems to me as a floor to all your activities, you and the schools have got to make this commitment to yourselves: You are going to serve all youngsters and not just the favored few.

Secondly, I think as a condition for the school doing the job properly, we need the highest possible level of quality education. If the youngsters aren't, in the first instance, taught to read and to write, to figure, and to get along with people, et cetra ,--all of these things are not done which are fundamental to one's being able to live in this world,--then you don't have a base on which to build in developing specific vocational skills. So this, too, is important.

Then, it would seem to me that our schools aught to offer the educational opportunities that would be needed both for the youth and the adults. Incidentally, in that there should be programs for the brighter youngster, academically oriented, to lead him into a college program, there needs to be the vocational course. These need to be ordered and arranged in some kind of continum, so that there is a continuous process of operation, so that for the youngster, whose problem is one of mastering the basic educational skills, you would have a variety of remedial programs available. For the youngster whose needs are of the sort that he can't master the academic, but with a concrete kind of curriculum working with his hands rather than dealing with the abstract concepts, where Business English rather than Shakespeare will make more sense, where shop arithmetic rather then geometry will make more sense, we must provide this kind of course offerings.

Now, there are many people who talk this way, including myself, but I want to sound one note of caution here that refers to a danger or error that a number of us tend to fall into. This is the business of saying to the youngster who doesn't seem to be academically motivated, "give them some shop work, give them auto mechanics, let them work with their hands." This, for many, may be a proper course, but for others, who really have the potentials, who for one reason or the other, just haven't gotten on the track, the opportunity for course work, or shop work, may be the means for unblocking whatever is blocking them academically and permitttting them to get back on this academic track. So, what I am trying to say to you is that for some of these youngsters an approach through shop courses, through working with their hands, may be in end of itself an answer, but it may be the means to an end, the means for getting them up to an academic level for which they have the potential.

Most of you here, I understand, come from the secondary schools, and when we think of dropouts, we begin to think of the faults and weaknesses of the secondary schools because this is the level at which pupils drop out. But the base of this propensity, this pre-disposition for dropping out, usually develops in the elementary school itself. And, if the youngster who has not learned to read or to write 'in the elementary school, who has fallen behind, so that by the time that he reaches secondary school, he is not able to keep up with his class-work, this is the youngster who is the most common type of dropout. So, while I talk about the secondary school, pre-college programs, vocational programs, etcetera, I think, in this constellation of educational resources I talk about in your area there is a great need, it seems to me, for strengthening as well, the elementary school program, so that when these youngsters come to you in the secondary schools they won't have one foot outside the school doors already.

Fifth, I want to be very candid. You may not like this, but I think part of our jobs in the schools is to prepare these youngsters for migration to urban areas and for many of them to move to the North. Unless there is an economic revolution in our rural areas, the fact is that there aren't going to be jobs for most of them in the rural areas. If the school is going to perform its obligation appropriately, it would seem to me that part of that education will be to prepare them for living in another area. I don't want to sound negative, but I think that we must be realistic.

And finally, the schools have got to provide, and I know that it is going to be difficult, a means of finding money for the services-- the counseling and the guidances, the psychological services for the youngsters and their parents, because you don't educate people in a vacuum. If they have problems and needs that are interfering with their ability to learn, you must deal with these other problems as well, if we are going to get the full benefit of your academic or pedagogical wisdom.

In speaking of parents, let me make one other observation that I have learned the hard way. I have been concerned because I am sure all of you have seen the indifference of parents to the school situation, and the situation of their children, and the indifference of the parents of the youngster who is doing most poorly in school, generally. But in the last two years I have been changing my opinion about these parents. I really don't think that they don't care or are indifferent. I find increasingly that the problem is not indifference, but impotence. They don't know what to do; they would like to do something;they would like to help their youngsters; they want their youngsters to have an education; but, they haven't the slightest idea of how to go about it or how to talk to the youngsters, or how to deal with the school. It would seem to me that if our schools could somehow reach out to these parents and offer them a hand and some concrete help on how they ought to deal with their youngsters, this, I think will make a substantial difference.

Let me make one related comment, then I will get to work on the counselors, and I will be finished. There is great talk about motivation. "Youngsters aren't motivated; they are not interested; they don't care." I don't believe it. Sure, occasionally you will find the youngster who, in clinical terms, might be considered psychopathic, who has no feeling, who really is indifferent and doesn't care; but, from my experience they do care. 99.9 per cent care. The problem is not a lack of desire, but a lack of opportunity. We have had experience in programs all over the country. People complain that their relatives don't want to work. They don't want to go to school. And yet, you set up a program, as has been done in some of the northern cities, as in New York City's Mobilization for Youth, where they offered work opportunities for these youngsters who seem to have resigned at a premature age from the job market. They offered these jobs in New York City, and they were inundated with youngsters. That is why when we talk of lack of interest, we are confusing that with lack of opportunity. It is my contention that if the opportunities were there and made known to these youngsters and they were given one-half the chance to take advantage of them, that we would stop talking about motivation. This so-called indifference is really a mask; it is a defensiveness to cover up the fact that they haven't made it and don't think that they will. You might disagree with that.

Now, as to counselors. Let me first start by offering you my credentials. I am by training and experience a counselor. I have been at this business since 1936. I have even had the fortune to be employed by a college, part-time, to train counselors. So, I can say that counseling is my profession and I, of course, have certain prejudices about what I think counseling can accomplish. I think in many respects, it can be the key to motivating these unmotivated young people, for providing them with the guidance and support that they need to find their way in this complex, but I hope increasingly hopeful world. Guidance can't work miracles either, and if there are limitations in the economic picture, in the school picture, in the family picture, it is very, very hard for a counselor to come out with a successful situation.

I am very critical of my profession, and again, I am speaking of my experience in the North. This may or may not apply to the South. I am critical about our quantity and our quality. I don't think that there are enough of us. I think that we have too many youngsters to work with, and we can't do a good job. Those youngsters that we do reach are generally not those who are in the greatest need. Not that all students couldn't use counsel, but the youngster who is dropping out of school rarely gets to see us. When he does, he sees us at the point of leaving school. What is euphoniously called by the schools "the exit interview" is when it is too late to do anything about the youngster's dropping out of school anyhow. The best you can hope for, at this point, is to give him a helping hand, so that he won't stumble too many times when he goes out into the job world.

There is also a great deal of confusion about our role, what are we, and I will touch on that in a moment. The quality of our work is suffering because of the questionable character of much of the information we dispense to young people. Finally, I don't think that we are properly trained. I think too often, and I hope that I am not stepping on anybody's toes now, the counseling position is given to a deserving teaching, rather than someone who is really suited for the counseling post.

I think that one of the problems, one of the reasons why we are in trouble as counselors is that we don't have a really clear notion of what our role is. I find throughout the country that more and more counselors are becoming junior psychiatrists. I think that it is time that we in the counseling profession took a look at ourselves and consider our role and where can we be most effective. Can't we concentrate on the educational and vocational levels, so that we can be sure of specific and concrete help to the young people with whom we are working? This is not to suggest that one has to ignore the emotional components of a counseling situation. You can't isolate the individual in separate pieces, but the question is what is it that you are working on? If you're helping the individual understand himself, you're helping him to do some planning with regard to his future education and future career. Counseling goes on all the time, as someone on the panel pointed out, and there are counseling effects from everything that is being done, from any relationship that the youngster has with an adult.

A second big problem in our field, as I see it, is the inadequacy of our information about jobs. Washington has done an excellent job in classifying jobs through the occupation dictionary in the Occupational Outlook Handbook. It has done predictions and projections that some of us would have thought not possible before. But, you come right down to the local specifics, and this is where you have trouble. Let me give you an example of a situation in a state not too far from here where we once did a study. There were two large trucking companies in that city. One company refused to hire anybody but experienced truck drivers. The other company would only take inexperienced truck drivers who were recommended by their own truck drivers. The training program involved this new employee driving as a partner with the truck driver who recommended him for six months over the road. Now, in this community what could this school do about preparing youngsters for truck driving jobs? Here were two completely different sets of requirements. What I am talking about is not so much the adequacy of the information that we now have, but the inability of the employers themselves to know what they want and to agree on what they want. Before you start handing out all kind of occupational information to your youngsters in your counseling classes, it would seem to me that the school has a larger responsibility for dealing with the employers in terms of getting them to clarify what they want.

My time is almost up, and I want to make one other point about counseling before I close. This is the really serious dilemma of what would you do as a counselor with a Negro youngster who is interested in or appears to have aptitude for a field in which there is a great deal of discrimination. I don't know whether you have talked about this so far at your conference, but I think it is a problem that you ought to take a good hard look at. Until most recently, the position of most counselors has been to discourage the youngsters from going into that field. You are not doing him any good. Even if he gets the training, then he will be turned down for the job, becomes frustrated and embittered, disillusioned, and you will probably have a person who would be worse off if you hadn't encouraged him in that direction. Now, with civil rights successes, we as counselors have a responbibility to encourage young people to get ready for even those occupations in which there are now no opportunities. Only by preparing them for these occupations will we have qualified

Negroes available to take jobs when they become open. This has been a subject of considerable controversy. What do you do? The position of those in the counseling field who seem to know what they are talking about seems to be needed. The position seems to be that the role of the counselor is to be objective, to be professional,help the youngsters to see what he has and what it is that he doesn't have, to show his strengths and weaknesses, and, to help him to add those things up into some kind of plan that makes sense. The counselor's responsibility if to point these out. You will be doing him a service; you will be giving the counselee insufficient information, if you do not do so.

We are in the threshold of a great change and a great opportunity. Things are happening in this country, and they are going to happen even faster in the next number of years. Jobs are opening up the economy growth. There will be all kinds of opportunities, interesting, exciting job opportunities. The federal government, in particular, is making available a whole range of resources to help you and your community to do more effective jobs. You know about the Standard Vocational Act. You know about the Langer Development Training Act, which are recently amended to provide for training opportunity with allowances for 50,000 disadvantaged youngsters. Disadvantaged youngsters include minorial youngsters. I am sure you know about the National Defense Education Act. The Congress is now considering the Poverty Act, which will provide even more opportunities for the training and employment of young people. I say we are reaching the point. We are reaching the threshold where there are really some changes to be made. But for these changes to be made, for us to take advantage of the opportunities that exist, the schools really have a challange. Do you have the whip, do you have the drive, to utilize these opportunities and to help our Negro youngsters raise themselves up from a second-class citizenship to first class citizenship status?

QUESTIONS

QUESTION: How can you provide in an in-progress world area for all of the services and facilities?

ANSWER: You have asked me the $64,000 question, and I wish that I could answer it. These are the questions we have to keep asking all over Washington and in our community. I think it is scandalous that the Congress of the United States has not passed the Federal Aid to Education Act. I know that there are many problems connected with this, and I don't want to minimize those problems. The fact that the states in the low calibers are not in a position to support adequately our educational system today. Our student population has grown tremendously in the past number of years since World War II, and we haven't had the additional financing to meet those needs. Now, until such time as Congress extends some aid to education, I think we are going to be in for a great deal more trouble. However, there are still bits and pieces of legislation that can help us. Under the Vocational Education Act, as I understand it, there is a possibility of setting up residential trade schools. In other words, we will be taking rural areas and several county areas and starting a school where the youngsters can live and where he won't have to commute forty, fifty or a hundred miles each day to get home. This is my answer to the rural problem. I certainly don't know them all, but I would say that the basis of it is financial. If we can get the funds that are needed to provide the service we would have made a long step in that direction.

PANEL: SPECIFIC ACTION FOR THE FUTURE

Mr. Paul Ware, Principal
Westfield High School
Birmingham, Alabama

Dr. Smith, Dean Phillips, and Fellow Co-Workers: In this field of education, we find that there are many things we do from day to day that we know, according to research, is a better way to do it. But sometimes in education we are just a little slow in doint it.

A few days ago, I was reading in a magazine that in this country we accept children into the school when they reach the age of six before October 1, In Indonesia, I discovered that they have a system, whereby a child is ready for school when he is able to take his left hand and touch his right eye. So, some of the things we do seem a little odd.

Here, in this workshop, we have been helped by learning new things and re-emphasizing some of the things we already knew. I was reminded this year of a boy in art school who came in and gave me a piece of paper and said, "Say, Mr. Ware, here is a gift for you.: I opened it, and there was his diploma. I said, "Son, why are you giving me this?" He said, "I don't deserve it." I said, "What do you mean?" He said, "I have been out two years and I find that I cannot write; I cannot read; nor can I spell or hold a job." I counseled with him, and finally, rather than allow him to come back and enter ninth grade as he requested, I encouraged him to take some correspondence courses. He is doing that now. He is taking English and math.

This is one of the specific actions that we could take as we find students who have not received what they are supposed to in the line of subject matter. The stimulation received from this conference brought this incident to mind.

Coming here, I have seen eight or nine Tuskegee students that I know quite well, and I am fascinated by the amount of concern that they are giving o fraternities and sororities. I am concerned about fraternities and sororities. We, as principals and counselors ought to give these children something before they go to college. We should assist them in gaining the same type of enthusias for learning as they have for the fraternities, sororities, and other things.

As for specific action, I would like to suggest that we write letters of appreciation to Dr. Foster for bringing about this very fine conference here and to the two persons who were mentioned this morning--the Secretaries of Labor and Welfare. Those are three little five cents we could spend that would perhaps pay individuals so that we could have another follow-up workshop, such as w have here.

As I listed during the conference, I decided that I would never have a queen or king contest that is based on raising money in my school again. I have learned that here. The value we place on this is not good. If I have a queen for my school, it is going to be on the basis of character and popularity, rather than dollars and cents.

As for action for the future, I decided that I am going back more determined than ever to sell and make every child in my school realize that this is the greatest country in the world. There must be no doubt in his mind that there are two things which we must have--God, and a love for this country. There are other steps that I have decided to take as a result of this conference. One such step is to show these children the problem of marriage and how to deal with them. All of them might not achieve the careers offered here, but marriage is one career of them, if they are normal, are going to look and wish for. One other thing, the sit-ins, the kneel-ins, the pray-ins are all good, but the study-ins are much better. But we have got to mingle some manners with the rest of the things we teach our children. I have been impressed by the manners of the students here on the Tuskegee campus. This is also something that I am going to work on--a "thank you," a "please." I am going to do something to make the manners a little better than they have been.

I am particularly concerned about our boys. Here, I find the ratio of boys and girls to be three-to-one in favor of girls. I am going to do something about my boys as a specific action resulting from this conference. I am going to the parents in my community and explain to them that when their child is a year old they should acquire the type of insurance that will provide a college education for him. I am going to tell these parents to read to their children. I am going to tell them to sit down and have dinner and talk together. These are the things I am going to do.

Mrs. Gloria Mahorney, Counselor
Burrell-Slater High School
Florence, Alabama

To the Chairman, to the Coordinator, I have enjoyed this visit immensely, and I am indeed honored to have been asked to participate on this panel for specific action for the future.

In "The Shape of Education for 1964", which is a pamphlet published by the editor of Education U.S.A., is found an article entitled, "The Classroom of 1970." This article is centered around the work of the computer and what it can do for education. It begins with this question: What is it that talks to a student, guides him forward or backwards through subject materials, changes his attitude, collects his lunch money, and assigns his homework? If you say a teacher, you are wrong. The correct answer is a computer. This is an assumed answer for the advanced school system for the 1970's, when the computer base classroom learner will become feasible. Don D. Bushnell, a member of the Research Institute of System Developing Corporation in Santa Monica, California, states that the R.I. System of the future school will direct information to a person who has not yet asked the question, but who does have a need for an answer. For example, the R. I. System would index the contents of a new document and select the students or educators whose information-needs profile indicates that the contents would be relevant to them. Specific action for the future tells the environment of the complexities of a world of automation. Therefore, the importance of academic excellence cannot be emphasized too much, as a necessary preparation for competing in such a world as this.

I would like to briefly touch on a few specific activities in my area that are designed to assist students to successfully find a place in this too complex society. I would like to mention just a few of them.

We do have the usual testing program and things you have mentioned, but in relation to services toward employment opportunities, we are constantly trying to encourage a sense of responsibility and to work in the area of stressing the importance of knowing the value of work experiences as immeasurable items in relationship to the world of work. We are situated in a highly industrailized area. I might mention that I have been asked a number of times "Where is Florence?" It is in the extreme northwest section of Alabama. It is a highly industrialized area,wherein there are both private and government sponsored concerns. Presently, we have a number of parents employed in these industries who make in excess of $7,000 a year and who have much less than a high school education. But the employment policies do not render a meager chance for hiring with these qualifications today; these people have been on the job for quite some time.

The State Employment Office has discussed this matter frequently in their conferences, and I must say that we do have a good relationship with them. Their representative comes and administers tests every year, and they ask that I try to find out from the students how many of them are planning to go to college. They prefer working with those who do not plan to attend college.

They test these students and the profiles are made available to the local industries. I specifically asked them why they were mainly interested in these students and was told by one industry that since the students were going to take the employment test, it would not be necessary to test them again when they come for employment. They make the profile available to local industries and trade schools. Individual interviews are held with the examinee, wherein the test results and possibility for employment are discussed. They do not tell them they cannot do this or that because of race, creed or color, but they do give them scores in relation to the types of jobs that are available. Some industries offer opportunity for summer employment, but this is not on a very wide scale. Part-time and summer jobs are available in private businesses.

In modifying our present curriculum in line with the focus on the future, we are trying to prepare our students for a world of work. In our fall program, we are going to include the diversified occupations, which some of you have referred to as distributive education. This has come about through the request of the parents. They have requested it in any number of PTA meetings. So they selected a committee from the PTA, drew up their plans, and carried them to the Superintendent and the Board of Education. The Superintendent was elated to no end that there were parents interested enough to present this proposal. He did have it in mind anyway, but he was quite elated that they were so interested. It was very well accepted, and it will be included in our program during the fall season.

Another thing that we have done in reference to the gentleman who spoke about the new trends in mathematics, in order to satisfy the need for additional training in our area, one of the teachers from our white high school, Coffee High School, took a training course in the new trend in mathematics and held classes during the year with the white and Negro teachers.

These meetings were held on an integrated basis, and they were similar to an in-service type program.

Dissemination of information about new job and career opportunities through printed material has been about the extent of our vocational guidance program in the past, except for a career day program. During this program, some sixteen areas of career choices were discussed by competent counselors. One thing that I tried to accomplish through this program was to expose our children to the image of the Negro in high caliber jobs. Such an image is what I have received through this conference.

There was also a program here at Tuskegee Institute to which we exposed our students. The high school-college articulation program provided an excellent opportunity to expose the pupils to the nature of college life. In an in-service meeting, we heard one of the teachers from a white high school in the area report concerning their dropout problem, that 62 per cent of the students were reading two grades below their level, which is a world-wide problem. Therefore, the fact that the improvement of reading skills has been one of the great concerns of this body is significant.

Our grading scale shows that academic excellence is always emphasized. Our academic achievement does take precedence over our extra-curricular activities, and we consider that an important part of our school program. Students are encouraged to participate in the extra-curricular program, but the administrative personnel carefully scrutinizes these activities.

I would like to mention briefly that we do have an annual educational tour with members of the senior class, which is an event that had reached its tenth year. We go to places in Virginia, Tennessee, Washington, D.C., and New York City. As adults, the youth of today will have time on their hands for increased leisure. Even if he is employed, the cultural experiences of this type during his youth will help him to face a wide variety of social problems.

Mr. Page Talley
Miami Senior High School
Miami, Florida

I think that after two days of speeches, discussions and comments that we can safely conclude that we have a problem.

The last two days we have heard the words self-image, and motivation. I would like to talk about these because, apparently, they represent root problems and we can't get things done in education until we can understand and deal with them properly. We hear it said that you have to motivate people. Well,frankly, I don't think one person can motivate another. I believe that motivation is something more. It is an intrinsic process. I do think that people, who are counselors and young workers, may create a climate where this motivation may take place. It is similar to putting an egg in a nice warm place, so it will hatch better. If we have the proper climate for motivation, perhaps it will come about.

Then, what is self-image? Or, as I prefer, self-concept. It is how one sees himself. This is the first order of the day before you begin to have motivation, before you begin to have a learning situation. A number of speakers brought this out including Mr. Cohen, Mr. Rochelle and two others, who mentioned it briefly. This is what I hope to talk about in the short time I have been allotted.

First, the whole idea is the function of group counseling, and this is my topic. I might add that some people, of course, object to group counseling; they say that counseling is defined as a one-to-one relationship. All right, we will call it a group process; we will have no arguments.

How can one use this as a means to stimulate educational achievement? Hopefully, I can show you in a very short time how this can work. I worked in an experimental project, Higher Rising Program in New York City. Next year I have been assigned to George Washington Carver High School in Miami, Florida, to set up a college program of this type. We don't know if it is going to bring about great changes or not, but we know that it has worked on a small scale. We are going to enlarge this somewhat and see what happens. One can't win them all, but he can never change anything if he never tries anything new. In this instance, progress comes much more slowly.

We have an individual, which is the self inside the image. Many of our younger people are trapped inside the world around them, an environment which really holds them down. They don't see themselves as having an opportunity to progress. We can tell these young people this all day long, but unless they are ready to receive it, they are going to reject it. So hopefully, we can use some type of technique to break through the shell and let this person start becoming an individual. No one else is like this person; he is an individual who has a chance to progress. How he progresses will result from his own initiative and work.

In order to help set up this project for good counseling, we will have twelve students and one full-time counselor working in this pilot program. The counselor will work with twelve students each period for four periods a day. The other two periods he will have to follow-up and do individual counseling. Perhaps you prefer group guidance. There is a vast difference. Group guidance is actually an information-giving state. You have a happy audience out there, and you are guiding them, giving them information about various things. You do not know if they are accepting it or not. They are going to get some of it, surely. You can always have some returns, but we never know exactly how much they are getting.

Now , let us try another process. Let us start from the inside with the individual, and let him come out and talk about the things that he is really concerned about, and wants to know. This brings out almost everything about his environment, the self, and the situation. A term which I prefer to use is self-situational factor. How does he see himself in relation to a situation, and what does he feel is possible to do about it. Then you say, "Well, gee, I think you wast a lot of time like this; these kids get in there and make noise and talk loud, etc." And I say, "So what?" They have a need to do this, and they are going to get down to important things after about one or two meetings. These people are going to start talking about things with which they are concerned, because as you lose the leader of the group, you lose the idea of being an authoritarian person, a person who is going to have to tell them what they have to do and what they can do. This is more insidious. We talk about some people who object to the employment service people because they thought they were telling them what they could or could not do. The group leader or counselor in this situation does not tell these people very much of anything, unless they ask or have the need for it. Here is a member of the group, but he works from an open end type of thing. The kids can talk about anything they want to, including the principal, assistant principal, teacher, or whatever the case may be. But, what happens is that after a while they are going to get the anxiety and hostility out, and they are going to talk about things like, "Well, gee, I wonder if I have a chance. You know, I thought about being an engineer, but you know, I don't think a person like me--coming from a poor family--would have much chance to be an engineer." This is where the counselor might come in and perhaps talk about this. The time is perfect. The counselor can now begin to introduce his materials. He has a perfect barometer here for this. The person with whom you are working is not guessing any more, because if he wants to talk about engineers, you are an eligible person. You know about engineering schools and about the opportunities, or, if you don't know, you had better know where to get it, if you are a good counselor. This is the whole process - - beginning from within the student and working outward.

"Well, you say, all right, how is this going to help with the classroom?" The idea is this: Very quietly, in about a minute and a half, this group will work in a self made unit, and the group counselor will be the curriculum. This will seep into the curriculum because the counselors will serve as resource persons to the teacher. In other words, your curriculum and guidance service, or your function is going to combine to become an integral part of your school, not just some side activity that tells kids about getting jobs or tells them about college, et cetera. It is going to be an every day factor in their lives. The counselor has become a resource person to classroom teachers; he helps them to understand the problems of their students. The classroom teacher also has another function at this point. She can help the counselor meet the needs of the individuals through work that they have interest in. The whole thing is wrapped up in one big bundle, and I wish I had time to completely unwrap it for you.

Mr. Robert N. Perry, Principal
Walter Cohen High School
New Orleans, Louisiana

Ladies and Gentlemen: I shall address myself to the areas on guidance and its functions, counseling and its functions, and administration and its functions; it is often hard to separate them.

When we were asked to appear on this program, we were presented a list of seventeen questions the intent of which was to provoke thought as to what we, as people working with youth in the secondary schools of our communities, could do to improve the quality of counseling, to increase the depth of insight of our young people concerning their vocational choices of opportunities, to help our personnel administration colleagues to become fully perfected in their daily tasks, to influence students and their parents as well as to interest them in the wide variety of careers which would equip them for this age of automation and mechanization, and to envision for them the place they now hold and the place they are to hold and can hold in this, our democratic way of life of which we have talked so much but which we have only recently begun to do something of promise. It is hardly probable for any of us, or for that matter, for all of us, to discuss all seventeen of these questions, and it might not be in the best interest of this conference that we do so because nothing would be left for us to take back home. Some of them are of long-range complexity, but some of them are of immediate importance and to those we shall address ourselves. Being a principal, with graduate degrees in Personnel Administration and Guidance, I shall probably make remarks that will be colored by the disciplines of guidance and the disciplines of administration.

I feel very keenly the need for guidance services, not just in our secondary schools, but in all of our schools. There must be increased dedication of all of us who fly the flag in the army of personnel workers, who march upon wavering feet, hearts in tune with the stern music when duty calls toward a duty of nationwide - - yes, even worldwide - - assimilation of guidance services to young people. Since we were asked to discuss these questions in light of the specific schools in which we are working, I have confined my remarks to the Walter L. Cohen High School of New Orleans, telling you of some things which we have found helpful there, and which will be of service to you in your work when you return home. With almost 1200 students and 51 staff members, of which there are two full-time counselors, we have a pupil population which runs from the most deprived to the most elevated as far as socio-economic levels are concerned. We have students who parents make $50.00 a week, and we have some students whose parents make much more. We have twenty-seven activity clubs in our school, and it is expected that every student belongs to some interest club. These are coordinated under the leadership council which checks regularly on the work done in these groups. The counselors can assist in turning such activities into cultural rays and experiences or career raising and exploring experiences. Field trips, guest speakers, panelists , and many such programs go into the work of these clubs. Chief among our curricular offerings, besides the regular academic program, is our Distributive Education Program and the Cooperative Office Program, in which students take a certain part of the day for their academic work and leave the school to work in the phases of business and offices. For this they receive standard training pay, training, experience, and the opportunity for future employment. Please do not misunderstand me, and think that these students are less alert or poor children as far as mental aptitude is concerned. They are not. The requirements of both of these courses are hard, and a number of students who have taken these courses have gone on to college, having put themselves through college with what they learned in their high school courses. Two examples of this point are one of our state college deans, who has as his secretary a girl who finished our Cooperative Office Training Course, and another student who runs the Student Union in one of the largest state universities in the country. Both of them got their starts with us.

As for the main issue at point - - question one, how does one help students to formulate values that will enable them to see the worthwhileness of self-discipline, self-instruction, correct use of free time, and a strong need for the desire to achieve? You must first get the administration and the teachers to believe certain things. We must help them present such an image to the students with whom they work. If this cannot be done, then we are defeated from the start. So, the first of two things I wish to leave with you is: help the staff to create a proper image for the students. I cannot tell you how to do it; no one can. You will have to do it because you work with the staff, you life with them, and sometimes, you might have to fight with them. Find out their interests, and suggest that they start an activity with the students which would enlarge on that interest. Appoint every teacher as a sponsor of some group. That is very autocratic. One of our most charming groups is the hostess club. To be a member, one must be chosen by the sponsor for having exemplified certain charm and manner; one must know how to make guests feel welcome and comfortable and all that goes into being a good hostess. When some students first enter, they would fail anybody's charm course, but after a few months, one can see the difference. Anybody who needs a good receptionist, just let me know.

The second thing I wish to leave with you is: Utilize the resources of your community. Don't let sleeping dogs lie. Bring people to the school to talk with, work with, and inspire the children. Don't make every Sunday program a prayer meeting or a song fest; make each one a learning experience -- an experience to widen student's variety. At Cohen this year, we had the following among citizens of the city as well as members of the City Council: the Senior Inspector of Public Schools in New Zealand came and spent a half day with us; the Principal of the Girl's High School in New Delhi, India, came to visit us; the Assistant Superintendent of Schools of Thailand and his wife came -- the most interesting thing there was that his wife spoke nothing but French and so the children enjoyed having her converse with them in French. The last person who came and brought such a great interest to us was Dr.Charles Taylor, who is the Director of the John A. Phillips Program. He stayed a whole day with us, went to class, talked with children and helped them -- particularly in the Humanities. We tape these assemblies in order that teachers who wish to discuss them with their students later may do so in the privacy of their classrooms. And such wonderful discussions we have, because it is not "He said this," or "He said that." We listened to the tape and knew exactly what he said. We had a visit from Mr. E. Harvey Russell, National Vice President of the Pepsi Cola Company, who stayed with us and met students who had never known that a Negro was vice president of a national concern like Pepsi Cola, even though they drank it every day. Students who were interested in public relations got ideas from him.

Next week we expect a visit from Mr. Brown, who is the principal of the Melbourne, Florida, High School -- a high school which boasts of having a library as large as its gymnasium -- and it does. We seriously considered doing that, and we are well on the way toward trying to do it. We have two book fairs a year wherein the Library Club, the Teen-Age Boys Reading Club, the Teen-Age Girls Reading Club, the counselors, the librarian and teachers get together and make a list of books they think any child should read. This year we have put out, for the first time, a list of books to give on the closing dayof school to every student who expects to come back. One must read these books and be able to make a page report on each book before he comes back to school, and he gets graded for it.

We also do this to bring out PTA in. We are tired of PTA's raising money. We want them to do something about the schools. Therefore, the counselors are going to present their programs. They meet with the counselors to discuss all these problems. The whole thing boils down to one word of truth, the word is "involve." We must involve everybody connected with the school -- the man on the street; the policemen on the corner; the garbage collector; and the mayor. When you get all of these people, even the Superintendent -- all of the people who touch the children in any way -- when you get them interested, then it becomes our program andnot "that old busy-body counselor's program" and "that school principal's program."

We have come to this conference to have some of our practices, which are probably good, either confirmed or exposed as worthless. We have come to learn new things in the field, we have come to learn that others have problems too. I communication, there is much that we can learn from others, and for this opportunity we are grateful. We offer sincere gratitude and thanks for those who planned the conference and invited us to participate in it. True, it has been a workshop -- but who cares how hard one works when good results are obtained. To those who envisioned this gathering, thanks and congratulations.

Mr. Sanford P. Bradby
Principal--Schofield High School
Aiken, South Carolina

Dr. Smith and Fellow Panelists, Ladies and Gentlemen: We have been running on such a tight schedule that we have hardly had time to breathe. Everyone that I talked to, everyone that I have heard say anything, has really enjoyed the conference thus far. I have seen only two people asleep in the past two days. I haven't even heard a joke since the conference started. so when I thought of sleeping, I thought of this. It happened in my town in one of my churches. One of the Stewards in our church used to go to sleep every time the pastor started preaching, and he would wake up near the end. The pastor became very much concerned about this and he wanted to break it up somehow, so he decided after one of the sermons that he would ask all of his members who wanted to go to Heaven to please stand. All stood. He told them to sit down, and by the time they sat down he said all who wanted to go to Hell stand; but that time the Steward awakened. He stood up and looked around. He turned to the preacher and said, "I don't know what we are voting on but it seems that you and I are the only ones for it."

I believe if we stay here much longer, we would know what we are voting on because I think some of us are for one thing and some are for another; however, I think we have enjoyed the conference very much and we have gotten a great deal out of it. On the other hand, I don't believe we have solved many problems, and I don't think the conference was intended for that. I think it has, however, pointed out some of the big problems that are still confronting us and has encouraged us to seek ways to improve our situation. Ther have been one or two things here that have impressed me very much and these are things I think certainly I would want to work on a little more in the future that I have in the past. One deals with the 80 per cent of our students that we have been talking about so much here. I don't think we are concerned too much about that 10 or 15 per cent that will make it -- the talented pupils. I know we are interested, but I think we can be more interested in that 80 or 85 per cent that we haven't known what to do with. It seems to me that this is one of the problems that I would want to do work on just a little more in the future. I believe that a large portion of this 80 or 85 per cent do not feel that they are valuable, or that they are worth anything. I think, too, that it is a problem to get over to them that they are valuable --they are worth something. Whenever we can get that over to them, I believe that we will be doing what one of our panelists was talking about a few minutes ago.

The next problem that we certainly must work on is that of getting over to these students, somehow, what I think we have gotten over pretty well to that small percentage -- that whenever the opportunity comes, they must be ready for it. I believe it was Lincoln who said, "I will study and prepare myself," and, as you know, when the time came for him to be President, he was ready. So, I think that is one of the major things we are going to have to deal with. We must try to get it over to these students that they too, are going to have go be ready.

Now, in getting these students ready, I think there are one, two, or three basic things we have to work on which have been problems all the time. We have talked about them, but we have not done anything about them. These are the three R's: reading, writing, and arithmetic. Somehow, if we cannot get this over to our pupils, this 80 per cent that I am talking about, cannot get ready for these jobs. I believe all of you have, through this conference, gained insight into the fact that your basic problem is that students cannot read. Now, what is the trouble? We have been talking about socio-economic conditions. Problem teachers were mentioned here this morning and we could hear agreement throughout the audience. I think definitely we have many teachers who cannot read and we have to do something about this. We talk about these things but we do nothing about them. I do not have the answer because even in our school we have a reading problem: We have teachers who cannot read, we have teachers who cannot write, and we have teachers who do not know mathematics. I am concerned about them and the principals, but we must get it through to the children that they must have these basic things. I think, certainly, we will have to talk and work with the teachers on this problem.

It has come up in this conference many times that we have no way of doing certain things, or making certain contacts. These have been our problems down through the years, but at the present time, I believe there is a movement in progress and it can be made to work in almost any community, if we want it to. I believe that a cummunity should have some form of committee on human relations. It we could have that, we could attack most of the problems that come up in our community. These problems certainly are growing very rapidly. I think in the '60's and '70's we will see a great deal more of this, but whenever you can get a few of your leading white people in your community to sit down and discuss problems of job, placement, etc.; you are making progress. When we can get these people to go to bat for us, it is helping our situation.

I think these sre some of the things that we cannot afford, in the future, to be without. I have enjoyed the conference very much.

SUMMARY OF GRASSROOTS REPORTS

SUMMARY OF GRASSROOTS REPORTS

SOUTH CAROLINA and ARKANSAS

A majority of the reports presented by representatives to the conference emphasized the importance of an effective school curriculum, vocational and occupational information and guidance, in general, in helping the individual student to develop optimally; helping him to formulate values of self-direction, self-discipline, self-instruction and motivation. Development of the whole child through progressive guidance was, therefore, the nucleus for many of the reports and discussions which followed.

Mrs. Whipper, Counselor from Bonds-Wilson High School, Charleston Heights, South Carolina reported two activities which she felt were effective in the way of guidance at the school. One activity stemmed from the discovery that the rate of student failure at Bonds-Wilson was very high. After investigating the case of a particular class and meeting with the faculty members, it was decided that one of the problems or weaknesses contributing to the failure was the fact that the students lacked study skills. Therefore, the English Department drew up a booklet on "Improving Your Study Habits," and through this department, each class participated in at least two or three weeks of activity based on the booklet. This was followed by emphasis on particular subjects and by more work and practice in developing study skills in all classes in which it was felt that the activity would have some value.

Another guidance activity reported as being successful at Bonds-Wilson was the school's Career Activity. It was decided that in the regular English classes for eleventh and twelfth grade students, and in the social studies classes for ninth and tenth grade students, that the teachers would conduct a unit on students choosing their life's work. During this particular period, the Guidance Department sponsored films and each student was asked to prepare a notebook which included information about himself; his interests and abilities. The students were able to study their past scholastic records as well as to learn about test scores from the Guidance Department.

Mr. Smith, Counselor from Smackover Training School in Arkansas reported that they were not fortunate to have a guidance program at their school, therefore, teachers render guidance services through class activities indicated on the school calendar during the first month of the school term. Each student is requested to write a composition on the subject, "What I Am Desirous of the School Doing for Me." These compositions are read and consideration is given to each of them. The curriculum is, thus, arranged and built around the interests these students have indicated. A follow-up of the composition the second semester is required to that the teacher will be able to find out if a student's interest or chosen field has changed.

Another interesting aspect of guidance was mentioned in the report given by the counselor from Thompson Park High School, Pine Bluff, Arkansas. He reported that a major objective of the school's program includes securing financial assistance for those students who are good college potentials, but who come from families with very meager incomes. This is encouraged through all factions of the community and school program. Recognition of these students is ascertained early, and they are given special challenges. Their schedules are checked and planned so that college entrance requirements are met, and the counselor makes sure that each student knows what to expect from college and encourages him to further his education.

LOUISIANA AND TENNESSEE

Mrs. Watson, Counselor from Booker T. Washington High School in Memphis, Tennessee, reported that her school has the cooperation of local colleges in offering special classes for students. For Example: LeMoyne College in Memphis provides classes for tenth and eleventh grade students in Humanities. This is called an enrichment program and every student is encouraged to participate. The school also has a program which it refers to as the Superior and Talented Students Program (STS). Students who participate are carefully selected from tenth, eleventh, and twelfth grades and are called superior students. Upon selection, the student is placed in the area of his interest in the STS Program.

The counselor from Central High School, Calhoun, Louisiana, acknowledged that the guidance program at his school was somewhat limited because a full-time counselor was not employed . However, he reported that the facilities of the school curriculum and the home and industries are utilized to broaden and increase the scope of the student's information so that gifted and vocationally interested students might be assisted in making choices for the future.

Mrs. Reynolds, Holloway High School, Murfreesboro, Tennessee, reported that an attempt is made at her school to find out as much as possible about students through observation, conferences and tests, in order that they might be given every consideration in keeping with their abilities. Further, during career week and throughout the year, representatives from industries visit the school to talk about the shortcomings of the students who are working in industrial plants, and to provide information which might be used to help students make progress on the job.

FLORIDA AND GEORGIA

The importance of informing parents about guidance was emphasized in several reports. The counselor from Howard W. G. Blake High School, Tampa, Florida, reported that a guidance committee made up of faculty members headed by the guidance counselor was set up at this school to plan with the parents and other auxiliaries a program to help them become more aware of the guidance point of view. Emphasis was also placed on the need to draw upon services rendered by employment agencies and local colleges as sources of information.

Mr. Epps, Counselor from Ballard-Hudson Senior High School in Macon, Georgia, indicated that one of the major problems faced in the school involves working with dropouts. He pointed out the fact that an attempt was being made to work closely with the probation officer, and to explain the importance of a high school education to the parents and students. He also reported that a relationship had been established with the employment bureau to deal with the problems of students of low economic status in trying to find jobs to support other members of their families. Further, testing and scholarship information is utilized as a method in helping academically talented students from low income families further their education.

It was reported by the counselor from Dillard High School in Fort Lauderdale, Florida, that the school provides both a vocational and academic program. Facilities are made available by the Board of Education for courses in radio, television, auto body repair, auto mechanics, nursing, cosmetology, commercial foods and cooking.

ALABAMA

According to the report given by Mrs. Branche, Counselor at Tuskegee Institute High School, the guidance program there is geared toward determining the vocational choice and occupational concerns of their students. The school is fortunate to have access to various facilities of the Veterans Hospital located nearby where many job opportunities are available. Students also find jobs at John A. Andrew Hospital on the campus of Tuskegee Institute which are useful in helping them pay tuition and other school expenses.

The counselor from Westfield High School reported that the guidance program at this school includes general services such as individual and group conferences, orientation, curriculum planning and testing. It also includes assisting with homeroom guidance programs, training retarded students and making suggestions for providing them with maximm opportunity and assistance in spring registration for classes.

The guidance program at Cobb Avenue High School is an integral part of the instructional program, according to the counselor. Vocational guidance is provided for grades seven and eight through the efforts of the homeroom teacher. A vocational unit is taught in ninth grade and for students in grades ten through twelve, there are special interest groups growing out of Career Clubs. There is also a Career Day program during which time visiting counsultants give information on occupations and careers.

The counselor from Cobb Avenue High reported further that the school was in the process of beginning a Cultural Improvement Program. This project is designed to last for a period of four years, and will be sponsored by a local business concern at a cost of about $5,000 per year. This cultural experiment will be implemented through the music, social studies and home economics departments, and will hopefully uplift the values and aspirations of the students, many of whom come from culturally deprived homes.

It was reported by Mr. Richard, Counselor from Druid High School in Tuscaloosa, that the school attempts to maintain a guidance program which is flexible enough to meet the needs of each student. He pointed out the fact that there are accelerated, remedial and regular guidance programs in operation. It was also reported that in scheduling students for classes, it is not the practice of Druid High to have mass registration, instead, each student has an opportunity to work with one of the counselors or the vice-principal and in some cases the school principal in selecting a program for the next year.

Among the major objectives of the Grassroot's Reports presented by participants from each state represented at the conference were the revealing of the progress and effectiveness of various school vocational and occupational guidance programs and the exchanging of ideas concerning them. In view of the importance of guidance, the representatives not only spoke in terms of existing programs, but many of them expressed future plans for improved services in the school. Although most of the schools represented offered general guidance services in assisting the students, there were instances in which a number of representatives reveals programs of a unique nature. It is from these reports, and from the grassroots reports, in general, that one might realistically view what has been done in the way of guidance in various southern schools, as well as gain further insight into the tremendous need for effective guidance programs in every school.

SUMMARY

SUMMARY

P. Bertrand Phillips
Conference Chairman
Dean of Students, Tuskegee Institute

The workshop on Vocational and Occupational Guidance in the Sixties and Seventies, sponsored by Tuskegee Institute, the Department of Labor and the Department of Manpower, Automation, and Training, extended over a period of two days, May 8-9, 1964. Participants, representing 85 schools in 75 cities and counties, were involved in and exposed to a series of speeches, panels discussions, reports, group discussions, and question and answer sessions all designed to provide an exchange of ideas as well as a source of information concerning resources available for use in guiding, advising, and counseling southern youths in the area of occupational and vocational choices.

A brief outline of the contributions made by our major speakers and panelists indicates the strong feelings expressed by Mr. Samuel Danley of the Bureau of Employment Security and Mr. Hugh Ryals, Assistant to the Regional Administrator for the same bureau concerning the duties of the local employment services in connection with schools. They indicated that these agencies were bound by their commitments with the federal government to render service to all schools regardless of race; that if services that one feels should be offered are not, then he has a legitimate resourse, first to the regional administrator and then to the Bureau of Employment Security Office in Washington. Reference was also made by Mr. Danley and Mr. Ryals to the two-day training course designed to facilitate the administration of such tests as the GATB.

Mr. G. B. Bagdon brought the true perspective of the program into focus with a very clear presentation about the changing job market and the increasingly high level of skills needed as we move ahead in the 60's and 70's. He indicated quite clearly that the blue collar unskilled job is declining at a very fast rate and the white collar skilled-technical and professional jobs will continue to increase over the next few years. In addition, he mentioned the fact that there are a number of materials available from the Bureau of Labor Statistics that will assist counselors and principals. Many of these materials are free and should be secured by participants who are not already utilizing them. Through the utilization of audio-visual aids during his presentation, Mr. Bagdon was able to give us a pretty-clear-cut picture of the labor situation of the region as well as the nation.

Mr. Howard Lockwood, who is the Administrative Coordinator for Plans for Progress, gave us an inside view on what is happening with the Federal Government's attempt to get big business and industry to do the kind of job they should have been doing over the last thirty years. That is, to employ persons on the basis of their quality, and on the basis of their skill, rather than on the basis of their color. Employment according to qualification and skill is now being done to a great degree. I would just like to back that up by saying that in my work with the Urban League in New York, I experiences situations wherein there were calls for openings that we were just unable to fill. We called almost every Negro college in the country and many high schools across the country attempting to find a teacher, principal, counselor, or someone who would be willing to fill some of these openings. These positions needed to be filled by someone who had that particular background and we could not find them in the open labor market. We find the same thing true here in Tuskegee in our Placement Office. We have so many requests for our students, especially our top students and we just cannot fill them. Mr. Lockwood attempted to point out to us from the viewpoint of the Plans for

Progress Program that this is the truism; that many opportunities for prepared persons exist, even though some of the large business concerns are not doing everything they should.

Miss Rose Terlin, representing the Women's Bureau of the Department of Labor, presented a very clear view of some of the opportunities available for women and of the fact that such opportunities are really expanding. Both she and Mr. Bagdon talked about the fact that whether a woman is married or not, before long she will be working, and that she should be prepared. Our girls should no longer prepare for the MRS. Degree alone, but should be prepared for many career possibilities. She also mentioned the fact that the executive secretary positions are available across the country, sometimes paying much more than professional jobs. For instance, the Ford Foundation wanted to hire three secretaries to type and take dictation at the fastest level, and they had to be able to administer a certain aspect of that area; they were looking for Negroes among others to fill these positions. They could not find anyone at the top position that they wanted at that time--white of Negro.

Mr. Rachal brought home to us in a very important and heart-warming fashion some of the concerns that we always talk about in terms of counselors, principals, and teachers thinking about the community as a part of the school rather than the school as being a part from the community. He also indicated to us that if we were able to get into the community, or if we did get in the community, we would be doing a much better job for our youngsters because we would get to know the business people; we would get to know the industries; and we would get to know what opportunities are open for placement, and would therefore be in a better position to develop programs that would eventually lead to these students having greater opportunity than they have now.

Mr. Chapin, in his presentation last evening was mainly telling us that we no longer have to be afraid of being Negroes in this world. And we must get this across to our youth, that the statistics show that even though we are still the most discriminated against group in the nation, opportunities are opening up and that it is important for us now that all arms of the government are behind us. We are beginning to move in the direction wherein the counselor, principal, and the teacher must serve as effective role models for our youngsters.

Dr. Johnston discussed motivation in terms of program and in terms of the social problems in the community. He described some very interesting programs that are going on across the country. Dr. Johnston stressed the fact that because of the social problems that our youngsters have, we have to be able to really understand them. We can then work effectively with special programs. But to simply put the special programs into action and not to have anything else behind them could create serious consequences. I think those of you who know about some of the programs inNew York will agree with him that some of them are very good; others are just programs without any involvement and without any commitment.

Our last speaker, Mr. Eli Cohen, suggested that counselors really ought to be able to define what they are doing and tell why they are doing it; that they ought to be able to determine what goals they are seeking He also suggested that we ought to be flexible enough in our school situation to really provide for the youngster's needs. Mr. Cohen indicated that it doesn't do any good just to recognize our responsibility and to do nothing about it. I think the question was asked, "How do you actually do something about it if your administrator or your superintendent decides that it can't be done?" I don't think we can get the answer in this conference, but I do think there are ways and things which may be done. I would like for all of us to be able, at some other time, to discuss this because I do think, regardless of how a superintendent is, there are certain ways of getting a good program across without necessarily going up and saying, "Here is my resignation," but, incidentally, this may be necessary in some cases.

The person across the country, especially in the South are represented at this conferance. We are much more confident now than we have ever been allowed to feel, and it is not so important for a superintendent--and most of the superintendents are white--in this day and age to say, "Yes, that's my boy." It is much more important for him to say, "That fellow is doing a darn good job and that's why I want to keep him." If he doesn't want to say it--but wants to say the other thing--I am sure than any one in this room now and many who are not in this room, can find a job some place else across the country. It is like Mr. Rachal said yesterday, you have to be willing perhaps to leave the immediate area and it may be a real sacrifice. This is one of the things we must do in addition to having our youngsters sacrifice. We may also have to sacrifice as a group in terms of moving forward.

Mr. Cohen said one other thing that I think is very important; he stressed the fact that many of us stress and that is, let us participate as fully as we can in all the civil rights actions that we need to, but let us participate in another part of the civil rights action--that of becoming prepared to take advantage of the opportunity when it arrives.

The grass-roots reports were wonderful, I think, in spite of the fact that participants received their information late. It is for this reason that they were not able to present as many of the creative programs that they are developing and they they would like to have presented.

Mrs. Bell of Saint Elmo mentioned a research program that probably most of us either are doing or could do, and that is a research program related to our own students. This program did not cost a lot of extra money, but it did give the school some very real insight into some of the programs that could be developed, especially in the area of the dropout. It also gave us ideas about what we could do in regard to utilizing local funds.

I shall not attempt to relate all the information gained from the evaluation sheets to you except to say that most of the comments indicated that the conference was helpful to all participants and will be helpful to them as they go back to their schools. They also indicated that they would like at least three or four days for the conference on a much lighter schedule. I think that the committee that met last night had some very fine ideas which we will utilize as part of the final report. The ideas related to how we can do things really came out in the discussions last night, and I think that when they are received in the final report, the participants will be very happy with them.

In speaking of the final report, I would like to make two very brief suggestions. One is that it seems to me, from talking with persons present at the workshop, that we can do something in addition to just returning to our own particular schools and to a job. It seems to me that there is a type of relationship that has been developed further if we are unselfish enough to let it really become established. It will really provide a better program for all of us. Though I do not like too many tight knit organizations and am not suggesting a new one of any kind, I think it might possibly be that in certain states or in a certain group of states, participant schools may want to do something special as a group. There are Negro colleges in some states as well as white colleges that are now integrated and are very interested in working with high schools. (High schools are not always interested in working with each other.) If someone has an excellent idea, it seems that there ought to be a loosely formed committee that could hear it and, on behalf of the whole group, write some of the foundations which may finance such a project. Many foundations are interested in providing money for such programs, but not necessarily for individual schools or colleges. They are interested in providing money if a group of schools or a group of colleges are working together. They gave about fifteen thousand dollars to a group very recently that did this same thing. I'm just suggesting this as one idea that may be developed by any school or group of schools.

Ths second one is this: that if we are going to get anything out of this at all, I think we have to take time and really look at ourselves, first as individuals and see just where we are amd how we really stand. Then we should look at our school systems and see where we stand, and then begin to shape our programs.

As the title"Vocational and Occupational Guidance in the Sixties and seventies" indicates, the planners of this workshop were looking hopefully toward the future, realizing that we have a real task to accomplish if our youngsters are to become all that they are capable of being, and that it is through the assistance of competent and well-informed teachers, counselors, and principals that this goal can be reached. I certainly hope that this conference has helped to provide its participants with a clear and more comprehensive picture of the opportunities in the world of work, and that as a result, they are now better prepared to cope with this all-important task. Thank you for your patience; this conference is ajourned.

REMARKS BY MR. ARTHUR CHAPIN

Thank you very much. I don't want this to be an admiration society, but after all we are public servants, and we try to do what we believe to be best for all Americans. I would like to say, however, although Mr. Mort Levine is not in the audience, or, if he is, I wish he would stand--Mr. Levine is one who is responsible for the major programs in research in the Office of Automation, Training, and Retraining. I would like to just say that in terms of accomplishments of the Department in broad responsibility of the Manpower Development Act, it is because of its vital concern, and particularly because of the vital concern of civil servants like Mr. Levine that we can have the maximum utilization. I think you ought to know that it is through his efforts and through the efforts of the Department of Labor that we have been able to contract with the National Science Foundation in order to determine what college graduates are doing. We have formulated a questionnaire which will be sent to some thirty thousand prospective May and June graduates, 5,000 from the predominantly Negro colleges. Under this agreement with the National Opinion Research Corporation, which is a non-profit corporation in Chicago, we will attempt to find out the aspirations that college students and college graduates have. The immediate need for seeing such occupational information is being met by letters to these individuals and the questionnaire. I might say to you that this, and the results of this, are largely due to the efforts--and I mean to the personal efforts--of Mr. Levine.

I would hope that in the context of your going back to your schools, (the Department of Labor has put out a brochure which is known as "America is for Everyone") you will take one of these brochures with you. This is probably the last brochure in which you will find appropriate pictures of the former President of the United States--President Kennedy. In all of these brochures, you will find Negroes who have succeeded.

Thank you very much. This has been a very inspiring conference. The Department of Labor hopes to be able to contact you. If you feel that this has been worthwhile, I am sure the Secretary of Labor would like to hear from you. I am certain that the Secretary of Health, Education, and Welfare would also like to hear from you. Don't be afraid to write to these officials because they, too, like to know what your thinking is in your region of the country.

APPENDICES

APPENDIX A

In writing for materials the following form is suggested:

(OFFICIAL LETTERHEAD OF SCHOOL)

City, State
Date

Field Enterprises Educational Corporation
Merchandise Mart Plaza
Chicago, Illinois 60654

Gentlemen:

We would like to secure the following free materials as listed in the (name of source if available); or a list of free and/or inexpensive materials offered by your company (or organization:)

SPECIFY MATERIALS DESIRED

Thank you for your cooperation in assisting to enrich the curriculum and counseling aspects of our school program.

Sincerely,

Stan Stancer
Guidance Counselor
(Name of School)

The following federal governmental agencies:

1. U. S. Information Agency
2. U. S. Copyright Office
3. U. S. Department of Health, Education and Welfare
4. Library of Congress
5. National Science Foundation
6. U. S. State Department
7. U. S. Department of Commerce
8. U. S. Department of Labor
9. U. S. Office of Education
10. Superintendent of Documents
    U. S. Government Printing Office

(All, Washington 25, D. C.)

SELECTED SOURCES

Field Enterprises Educational
 Corporation
Merchandise Mart Plaza
Chicago, Illinois

Metropolitan Life Insurance Co.
Educational and Health Division
New York, New York

Superintendent of Documents
Government Printing Office
Washington 25, D. C.

Media Foundation, Inc.
Room 3250
120 Broadway
New York 5, New York

Scott Paper Company
International Airport
Philadelphia 13, Pa.

Children's Book Council
175 Fifth Avenue
New York, New York 10010

Sheaffer Pen Company
Public Relations
Dept. BB
Ford Madison, Iowa

National Conference of
 Christians and Jews
43 West 57 th Street
New York 19, New York

The Association for the Study
 of Negro Life and History, Inc.
1538 Ninth Street, N. W.
Washington, D. C.   20001

Gebbie Press
151 W. 48th Street
New York, New York

Books on Exhibit, Inc.
North Bedford Road
Mt. Kisco, New York

United Nations
Foot of East 42nd Street
New York, New York

American Broadcasting Company
Public Relations Department
485 Madison Avenue
New York 22, New York

National Broadcasting Company
Public Relations Department
RCA Building - 30 Rockefeller Plaza
New York 20, New York

Information Directory Company
200 West 57th Street
New York 19, New York

National and International
Professional Organizations
 consult World Almanac for addresses
 and additinal information -
 e.g. American Medical Association
  American Bar Association
  etc.

New York Life Insurance Company
Career Information Service
51 Madison Avenue
New York 10, New York

WORKSHOP
ON
VOCATIONAL AND CAREER GUIDANCE IN THE SIXTIES AND SEVENTIES

(How High School Counselors Can Assist Students to
Successfully Enter Government and Industry)

May 8-9, 1964

OBTAINING SOURCE AND RESOURCE MATERIALS

1. Career Planning Materials
2. Social-personal Materials
3. Responsibility: Individual and Cultural
4. Use of Leisure Time

In making requests for the free materials, the following directions should be followed:

1. Write your request on official school stationery.

2. Be sure to make it clear that you are an official member of the school.

3. If any item has an identifying number, be sure to include it.

4. Do not be alarmed if everything you request does not come. The list of materials changes; materials go out of date and are replaced by new items.

HIGHLY RECOMMENDED SOURCES

1. Educator's Guide to Free Filmstrips. $6.00
2. Educator's Guide to Free Films. $9.00
3. Educator's Guide to Free Science Materials. $6.25
4. Educator's Guide to Free Social Studies Materials. $6.75
5. Educator's Guide to Free Tapes. $5.75
6. Educator's Guide to Free Guidance Materials. $6.50

Order from: Educators Progress Service
Randolph, Wisconsin

DESCRIPTION OF OCCUPATIONAL AND CAREER GUIDANCE ACTIVITIES IN THE PARTICIPATING SCHOOLS

DESCRIPTION OF OCCUPATIONAL AND CAREER GUIDANCE ACTIVITIES IN THE PARTICIPATING SCHOOLS

I. Displays

  a. Posters

  b. Charts

  c. Pocket holders of career pamphlets

  d. Occupational exploration kits, college and university bulletins

II. Homeroom discussions (student conducted)

  a. Special reports are assigned to pupils in the area of their interest.

III. Individual Counseling

  a. Availability of job opportunity

  b. Variety of jobs

  c. Job requirements

  d. Negative and positive aspects of available educational opportunities

IV. Student Evaluation

  a. General

  b. Specific

  c. Personality and interest appraisals

  d. Cumulative student records

V. Activities

  a. Conferences

  b. Career Days

  c. Career Clubs

d. Field trips

e. Workshops

f. Assembly programs

g. Films

h. Filmstrips

i. Well articulated guidance programs from the ninth to twelfth grades with specific attention to future plans of students.

j. Programs featuring representatives from Departments of Labor and Industry and former students who have succeeded.

k. Classes in occupational guidance

l. Career books

m. Interviews

APPENDIX B

WORKSHOP

VOCATIONAL AND OCCUPATIONAL GUIDANCE

IN THE SIXTIES AND SEVENTIES

No. 1 7;00AM NEWSLETTER May 8, 1964 Vol. 1

Welsome to Tuskegee Institute. We are very pleased this morning to greet the one hundred and seventy delegates; with thirty more expected this afternoon and another thirty tonight or tomorrow morning.

This is the first in a series of newsletters and announcements that will be distributed during the Conference. If you have any announcements or special messages please contact the Information Desk in the lobby of Willcox Hall. In one of his messages to Congress and the American people, the late John F. Kennedy said:

> "Our progress as a nation can be no swifter than our progress in education.
>
> "Our requirements for world leadership, our hopes for economic growth, and the demands of citizenship itself in an era such as this, all require the maximum development of every young American's capacity."

One of the objectives of this Conference is to assist principals, counselors, homeroom teachers and classroom teachers as they work with the young of this era. The highest personal social and intellectual development of each young person in the States represented is the prime goal of this Conference.

It is hoped that the Conference will provide principals and guidance counselors with a clear and more comprehensive picture of the opportunity in the work world of the sixties and seventies.

This Conference is co-sponsored by Tuskegee Institute and the United States Department of Labor, Office of Manpower, Automation and Training. It will be a work conference and we hope that all persons participating will benefit. The hours are long but the inspiration is of a most creative and qualitative nature.

As of the last official count at 5:00AM, May 8th, 230 persons were pre-registered with 210 expected to attend the first session. At that time, the total breakdown of figures was as follows:

STATE	SCHOOLS	CITIES	TOTAL ENROLLMENT	MALE	FEMALE	JUNIOR CLASS	SENIOR CLASS
Ala	35	31	30,737	15,166	15,571	4,002	6,892
Ark.	2	2	858	461	397	84	68
Fla.	8	8	8,956	4,359	4,597	2,109	1,720
Ga.	14	12	9,952	4,906	5,046	2,010	1,423
La.	10	8	9,220	4,208	5,012	1,789	1,270
S. C.	11	11	14,040	6,891	7,149	2,424	1,725
Tenn.	4	3	2,947	1,405	1,542	753	626
Total	85	75	76,710	37,396	39,314	14,001	13,724

GROUP REPORTS

The following concepts were developed by the groups:

1. Doors are being opened to Negro youth and it is quite necessary that schools should guide young people into good academic preparation so that they will have a broad education in order that colleges and training institutions can do a better job.
2. To give young people new hope, and new job opporeunities, with no barriers, the job is his through education.
3. The importance of relating subject matters to the world of work in all of our teaching.
4. Direct effective learning is still the most important thing that takes place in classrooms.
5. It is important that the area of testing be considered; but it should not be the whole concept of the program.
6. There should be the recognition of the imperative need for effective motivation of Negro youth, parents, school personnel, and other agencies.
7. How administrators, teachers, and counselors can successfully assist students in vocational and occupational pursuits in this decade.
8. There should be greater emphasis placed on academic achievement; and better background preparation.
9. All counselors should acquaint themselves with their local employment agencies.

The group thinks that the following ideas should be incorporated into Saturday's schedule:

1. There should be a change in structure.
2. There should be pre-planning by grass-root groups reporting to eliminate duplication.
3. The importance of utilizing up-to-date information from the world of work.

4. More information about an adequate testing program is needed, along with some of the schools coming together.
5. Motivate the student and teacher to realize the importance of testing.
6. There should be a tour of the Institute, to give the new and past visitors a chance to observe the campus growth and development. The schedule was too full with little time for this extra activity.

The best points derived from this conference thus far:

1. Statistical information.
2. Teach the children the basic skills of education (reading, writing, and arithmetic).
3. A concept of the functioning role of a counselor whereas it was previously thought that a counselor's role was entirely centered around testing. However, it was further indicated that more information should be given on the role of counseling.
4. There is a shortage of counselor. More training institutes should be set up.
5. All efforts should be made to keep youngsters in school.
6. High school career should be continued because it is helpful in later years.
7. Many career opportunities are available if our youth have the essential skills.
8. Guidance should be accepted as a total part of the school program.
9. Teachers have a tendency to fear guidance.
10. Prepare to live and work in an integrated society.

WORKSHOP EVALUATION SHEET

I. GENERAL SESSIONS

The workshop made available materials so badly needed for principals and counselors to do better jobs in their communities.

Clearly stated in concise manner the purposes of the workship.

Thsse of us attending the conference were stimulated by the many challenges of the times in guiding our pupils in the various aspects of development.

A clear picture of the Negro yough today in a mechanized and technological world.

Additional motivation for the stimulation of greater student effort as well as greater determination for increased identification of vocational aptitude in students.

His challenge to prepare, be willing to work and accept the responsibilities for opportunities to serve in a field that is free of race barriers.

II. SMALL GROUP SESSIONS

Some of the praticipants used unnecessary time talking on subjects not necessarily related to this conference.

There seemed to be a tendency for many members to discuss their own experiences, rather than the defined goals.

Some members of the group were not aware of the purpose of these sessions and some members were trying to find out how they were to be fitted into groups since some were not counselors.

WORKSHOP
ON
VOCATIONAL AND CAREER GUIDANCE IN THE SIXTIES AND SEVENTIES

(How High School Counselors Can Assist Students to
Successfully Enter Government and Industry)

May 8-9, 1964

EVALUATION SHEET

I. General Sessions

A. Did the sessions reflect careful planning? Yes No Partially

B. Did the sessions present the type of information that was on a level that would meet your particular needs? Yes No Partially

C. Were the panel presentations presented in such a way that to provide helpful information? Yes No Partially

D. Do you feel that the purposes of the workshop were outlined in a clear and concise manner? Yes No Partially
Please comment.

E. Was the information presented relevant to the stated purposes of the workshop? Yes No Partially

F. In your personal opinion were the purposes of the workshop fulfilled? Yes No Partially

G. Do you have a better understanding of the problems of vocational and occupational guidance nationally and in your particular area as a result of the workshop? Yes No Partially

H. Do you feel that the reactors did the type of job that was expected of them? Yes No Partially

I. Do you feel that the luncheon speakers assed to the conference? What do you feel were their most important contributions? Please comment. Yes No Partially

II. Small Group Sessions

A. Was enough time allotted to these meetings? Yes No Partially

B. Did the group have a clearly defined plan for getting its work done? Yes No Partially

C. Was too much time spent in discussing irrelevant matters? Comment. Yes No Partially

D. Was there a tendency for a few members to monopolize the discussion? Comment. Yes No Partially

E. Did the chairman attempt to work with the group to create an atmosphere so that every one would have a chance to participate? Yes No Partially

F. Were the purposes of the small group meetings accomplished? Yes No Partially

G. Do you feel that you gained the information necessary to assist you to do a better job in the future? Yes No Partially

III. Personal Reactions

Reacting to the conference as a whole, would you rate it as
Excellent ☐ Good ☐ Fair ☐ Poor ☐

Relating to the general discussions, would you rate them as
Excellent ☐ Good ☐ Fair ☐ Poor ☐

Relating to the small group meetings,
would you rate tham as
Excellent ☐ Good ☐ Fair ☐ Poor ☐

Relating to printed materials,
would you rate them as
Excellent ☐ Good ☐ Fair ☐ Poor ☐

A. Please comment on the entire workshop.

B. Please comment on the general sessions.

C. Please comment on the small group sessions.

IV. List your specific suggestions for improving the next workshop.

V. List one or two schools which you would like to have invited to a 1965 workshop.

VI. Additional comments.

Name ______________________________

School ____________________________

City ______________________________

State ____________________________

APPENDIX C

QUESTIONNAIRE

This questionnaire is designed to evaluate aspects of the Vocational Conference held at Tuskegee Institute, May 1964.

Name ______________________________ School ______________________

______________________________ ______________

Name and position of person attending conference School enrollment

1. Have special programs been designed to involve parents and the community in your vocational and occupational guidance activities as a result of the conference at Tuskegee?

54% ☐ Yes 13% ☐ No 33% ☐ To some degree

Comment: ______________________________

2. Have there been any modifications in the counseling and special advisory organizational patterns implemented in your guidance program?

29% ☐ Yes 25% ☐ No 46% ☐ To some degree

Comment: ______________________________

3. Have any plans been made by your school as a result of the conference for proper re-training and re-evaluating of personnel in the area of vocational guidance?

33% ☐ Yes 40% ☐ No 27% ☐ To some degree

Comment: ______________________________

4. Have attempts been made to provide additional access to and utilization of study materials and equipment and present instructional equipment and guidance materials?

67% ☐ Yes 4% ☐ No 29% ☐ To some degree

Comment: ______________________________

5. Have special programs been designed to develop vocational and occupational education in counseling adapted specifically to the needs of the children within your school and area? If so, describe:

58% ☐ Yes   27% ☐ No   15% ☐ To some degree

6. Have you made any efforts to secure and utilize informative materials regarding a greater variety of occupations?

88% ☐ Yes   6% ☐ No   6% ☐ To some degree

Comment:

7. Have any curricula changes been made in your school as a result of the conference?

23% ☐ Yes   55% ☐ No   22% ☐ To some degree

Comment:

8. Have any special aspects been developed in the testing services of your school since the conference?

45% ☐ Yes   35% ☐ No   20% ☐ To some degree

Comment:

9. Have you corresponded with the Secretary of Labor and/or the Secretary of Health, Education and Welfare concerning the value of such conferences?

40% ☐ Yes   50% ☐ No   10% ☐ To some degree

Comment:

10. Have special programs been designed by your school to identify and channel high and low ability students into areas consonant with their interests and abilities?

59% ☐ Yes   10% ☐ No   31% ☐ To some degree

Comment:

11. Have efforts been made to identify potential dropouts and to restore their interest in educational experiences, thereby increasing the holding power of your school?

70% ☐ Yes   15% ☐ No   15% ☐ To some degree

Comment: ____________________

12. Have follow-up studies been made in an effort to gain information concerning the success or failure of former students?

65% ☐ Yes   8% ☐ No   27% ☐ To some degree

Comment: ____________________

13. If the answer to #12 is yes, has the resulting information been used advantageously to improve your guidance program?

59% ☐ Yes   17% ☐ No   24% ☐ To some degree

Comment: ____________________

14. Have increasing attempts been made to involve your students in the planning of guidance activities?

71% ☐ Yes   0% ☐ No   29% ☐ To some degree

Comment: ____________________

WORKSHOP
On
VOCATIONAL AND OCCUPATIONAL GUIDANCE IN THE SIXTIES AND SEVENTIES

(How High School Counselors Can Assist Students to Successfully Enter Government And Industry)

May 8-9, 1964

Co-Sponsored by Tuskegee Institute and U. S. Department of Labor, Office of Manpower, Automation and Training

---

Friday, May 8, 1964

7:00AM Breakfast — Tompkins Hall
Institute Cafeteria

8:15 Registration - Coffee — Willcox Hall "A"

9:00 Opening Assembly — Presiding- Mr. P. Bertrand Phillips
Conference Chairman
Dean of Students
Tuskegee Institute

Greetings and Brief Remarks — Dr. H. A. Wilson
Director of Development
Tuskegee Institute

9:15 Panel: "The Role of the High School in preparing Students for Employment"

Mr. Samuel Danley
Bureau of Employment Security
United States Department of Labor
Washington, D. C.

Mr. Hugh F. Ryals
Assistant to Regional Administrator
Bureau of Employment Security
Atlanta, Georgia

10:15 Reactors

Mrs. Carolyn Milam
Counselor
J. W. Darden High School
Opelika, Alabama

Alonzo Harvey, Principal
Tuskegee Institute High School
Tuskegee Institute, Alabama

10:30 Discussion - Comments

10:45 "Career Outlook"

Mr. Brunswick A. Bagdon
Regional Director
Bureau of Labor Statistics
Atlanta, Georgia

11:15 Reactors

Mr. C. T. Smiley, Principal
Booker T. Washington High School
Montgomery, Alabama

Mr. H. E. Formey, Principal
Ralph J. Bunche High School
Woodbine, Georgia

11:30 Discussion - Comments

12:15 Lunch — Tompkins Hall

1:30 "Business and Plans for Progress"

Mr. Howard Lockwood
Administrative Co-ordinator
Plans for Progress
Washington, D. C.

2:00 Questions - Comments

2:15 Grass-roots Report — South Carolina and Arkansas

Mr. James W. Luck, Principal
C. A. Johnson High School
Columbia, South Carolina

Mrs. Lucille Whipper
Bonds-Wilson High School
Charleston Heights, S. C.

Mr. Moses Smith
Smackover Training School
Smackover, Arkansas

Mr. Henry Wilkins, III
Townsend Park High School
Pine Bluff, Arnaksas

3:15 Comments - Questions from floor

3:30 Break

3:45 Grass-roots Reports — Louisiana and Tennessee

Mrs. Nellrose R. LaPierre
Booker T. Washington High School
New Orleans, Louisiana

Mr. Ray O. Wright
Central High School
Calhoun, Louisiana

Mr. Andrew J. Mansfield
Easter Toombs High School
Delhi, Louisiana

Mrs. Carlotta Watson
Booker Washington High School
Memphis, Tennessee

Mrs. E. M. Reynolds
Holloway High School
Murfreesboro, Tennessee

Mr. Henry H. Sims
Bridgeforth High School
Pulaski, Tennessee

4:45 Comments - Questions from floor

5:00 "Opportunities for Women in the Sixties and Seventies"
Miss Rose Terlin
Women's Bureau
U. S. Department of Labor
Washington, D. C.

5:30 Comments - Questions for Floor

5:45 "The College Placement Office and the High School"
Mr. Anthony Rachal
U. S. Department of Labor
Washington, D. C.
Former Placement Officer
Xavier University
New Orleans, Louisiana

6:15 Comments - Questions from Floor

6:30 Break - Rest Period

7:30 Dinner — Tompkins Hall

"Tasks for Today, Goals for Tomorrow" Mr. Arthur A. Chapin
Special Assistant to the Secretary of Labor
U. S. Department of Labor
Washington, D. C.

9:00 Small Work Discussion Groups to Review, Relate and react to Days Events

10:00 Social Hour — Patio - College Union

Saturday, May 8, 1964

7:00 AM Breakfast
Tompkins Hall

7:45 AM "Motivation: Realistic Approach by Schools in Urban and Rural Communities in Relation to Employment"

Dr. William Johnston
Specialist in Counselor Preparation
U. S. Office of Education
Department of Health, Education and Welfare
Washington, D. C.

8:30 Reactors

Mr. L. L. Hawthorne, Principal
Union Grove High School
Marianna, Florida

Mr. J. H. Stevens, Principal
Holloway High School
Murfreesboro, Tennessee

8:45 Grass-roots Reports — Georgia and Florida

Mr. William R. Martin
Dillard Comprehensive H. S.
Fort Lauderdale, Florida

Mrs. Eloise J. Chabrea
Howard W. Blake High School
Tampa, Florida

Mrs. E. A. Dudley
Washington Senior High School
Pensacola, Florida

Sister M. Vincent
Drexel Catholic High School
Atlanta, Georgia

Mr. Alonzo Epps
Ballard-Hudson Senior H.S.
Macon, Georgia

Mr. J. H. Smith
Muscogee Area Vocational School
Columbus, Georgia

9:45 Comments - Questions from floor

10:00 Grass-roots Reports — Alabama

Mrs. J. S. Branche
Tuskegee Institute High School
Tuskegee Institute, Alabama

Mrs. Friendly Moore
Westfield High School
Birmingham, Alabama

Miss Bessie I. Freeman
Hooper City High School
Sayreton, Alabama

Mrs. Dorothy Bell
St. Elmo High School
St. Elmo, Alabama

Mr. Robert E. Richard
Druid High School
Tuscaloosa, Alabama

Mrs. Mabel L. Whisenhunt
Cobb Avenue High School
Anniston, Alabama

10:45 Comments - Questions from floor

11:00 AM Recent Developments in Employment Trends for Youth"

Mr. Eli Cohen
Executive Secretary
National Committee on Employment of Youth
New York, New York

11:30 Comments - Questions

11:45 Small Work Discussion Groups

12:45 Lunch — Tompkins Hall

1:45 "Specific Action for the Future" - Panel

Mr. Paul Ware, Principal
Westfield High School
Birmingham, Alabama

Mrs. Gloria Mahorney, Counse
Burrell-Slater High School
Florenca, Alabama

Mr. Page Talley
Miami Senior High School
Miami, Florida

Mr. Robert N. Perry, Princip
Walter L. Cohen High School
New Orleans, Louisiana

Mr. Sanford P. Bradby, Principal
Martha Schofield High School
Aiken, South Carolina

Dr. W. P. Smith, Chairman
School of Education
Tuskegee Institute

2:30 Comments - Questions

2:45 Summary — P. Bertrand Phillips

3:00 Final Remarks — Arthur A. Chapin

3:15 Refreshments — Willcox Hall

ROSTER OF PERSONS ATTENDING FULL CONFERENCE*

Adams, Henry V., Principal
Morehouse High School
Bastrop, Louisiana

Adams, Mark, Counselor
Perker High School
Edgefield, South Carolina

Alexander, William
Instructor of Mathematics
Morehouse High School
Bastrop, Louisiana

Ammons, Mrs. Alicia H.
Acting Dean of Women
Tuskegee Institute
Tuskegee Institute, Alabama

Anderson, NeRoy, Principal
Washington Senior High School
Pensacola, Florida

Barno, Phanes L., Instructor
Bonds-Wilson High School
Charleston Heights, S. C.

Beard, Montgomery, Jr.
Carver-Smith High School
Columbia, Tennessee

Beasley, Moses, Instructor
Tuskegee Institute
Tuskegee Institute, Alabama

Bell, Mrs. Dorothy L.
Counselor
St. Elmo, Alabama

Bell, G. S. Principal
Trenholm High School
Tuscumbia, Alabama

Bell, Herschel A., Sr.
Principal
Ralph J. Bunche High School
Canton, Georgia

Benson, Mrs. Elizabeth R.
General Counselor
Tuskegee Institute, Alabama

Bernard, M. B., Instructor
Tuskegee Institute High School
Tuskegee Institute, Alabama

Bradby, Sanford B., Principal
Martha Schofield High School
Aiken, South Carolina

Branche, Mrs. J. S., Counselor
Tuskegee Institute High School
Tuskegee Institute, Alabama

Burks, A. A., Sr.
Principal
Bibb County Training School
Centreville, Alabama

Burton, M. L., Counselor
Tuskegee Institute
Tuskegee Institute, Alabama

Cabrera, Mrs. Eloise J., Counselor
Howard W. Blake High School
Tampa, Florida

Calhoun, Thomas L., Instructor
Tuskegee Institute High School
Tuskegee Institute, Alabama

Calloway, Samuel T., Principal
St. Elmo High School
St. Elmo, Alabama

---

*Approximately 75 persons attended for certain sessions only and their names are not included due to the registration procedure.

Calloway, Samuel T., Principal
St. Elmo High School
St. Elmo, Alabama

Canady, Robert L., Instructor
Mary Johnson High School
Franklin, Georgia

Carter, Durham E.
Asst. Principal and Counselor
Ridge Hill High School
Ridge Spring, South Carolina

Carter, Willie H.
Teacher Counselor
G. W. Carver High School
Century, Florida

Carter, Mrs. June B., Teacher
Tuskegee Institute High School
Tuskegee Institute, Alabama

Chambers, James R.
Guidance Director
Dillard Comprehensive H. S.
Fort Lauderdale, Florida

Chatman, Luke, Asst. Principal
Sterling High School
Greenville, South Carolina

Clark, W. M.
D. O. Coordinator
William H. Councill High School
Huntsville, Alabama

Cobb, James I., Principal
George Washington Carver H. S.
Bessemer, Alabama

Collins, Mrs. Ella J.
House Advisor
Tuskegee Institute
Tuskegee Institute, Alabama

Coman, Mrs. Lela M.
Counselor for girls
Brighton High School
Brighton, Alabama

Conyers, Mrs. Vera S.
Guidance Counselor
Hutto High School
Bainbridge, Georgia

Cooke, J. D., Guidance Counselor
Booker Washington High School
Montgomery, Alabama

Cooper, Mrs. Katheryn, Counselor
Sims High School
Union, South Carolina

Cox, James A., Counselor
Walker County Training School
Jasper, Alabama

Danzy, Mrs. G. L.
Therapeutic Dietician
John A. Andrew Hospital
Tuskegee Institute
Tuskegee Institute, Alabama

Davidson, Miss B. J., Counselor
Bibb County Training School
Centreville, Alabama

Davis, Mrs. Mary E.
House Adviser
Tuskegee Institute
Tuskegee Institute, Alabama

Dawkins, Walter L., Principal
A. Speight High School
Fort Gaines, Georgia

Dixon, Mrs. Kabie A., Instructor
Tuskegee Institute High School
Tuskegee Institute, Alabama

Sister M. Donatus
Assistant Principal
Drexel Catholic High school
Atlanta, Georgia

Downs, S. J., Instructor
Tuskegee Institute High School
Tuskegee Institute, Alabama

Dudley, Mrs. E. A., Counselor
Washington Senior High School
Pensacola, Florida

Elsberry, Mrs. Ethel B.
General Counselor
Tuskegee Institute
Tuskegee Institute, Alabama

Epps, Alonza Counselor
Ballard-Hudson Senior H. S.
Macon, Georgia

Fields, H. G., Principal
William H. Councill H. S.
Huntsville, Alabama

Fitts, Mrs. Mary A., Counselor
John Essex High School
Demopolis, Alabama

Foster, Bryant, Principal
T. V. McCoo High School
Eufaula, Alabama

Frazier, Mrs. Mae R., Counselor
Appling County Consolidated
School
Baxley, Georgia

Freeman, Mrs. Bessie I.
Counselor
Hooper City High School
Sayreton, Alabama

Fuller, Mrs. Rosa A.
Faculty Member
Tuskegee Institute
Tuskegee Institute, Alabama

Gaines, J. T., Principal
Central High School
Mobile, Alabama

Garth, B. F., Principal
Coppinville High School
Enterprise, Alabama

Garth, Mrs. Gwendolyn, Counselor
Coppinville High School
Enterprise, Alabama

Gates, Miss Doris L., Counselor
Haut Gap High School
John's Island, South Carolina

Gibbs, Mrs. Dorothy
Guidance Counselor
G. W. Carver High School
Montgomery, Alabama

Gibson, Mrs. B. H., Counselor
T. V. McCoo High School
Eufaula, Alabama

Griffin, W. G.
Guidance Director
Risley High School
Brunswick, Georgia

Grimes, Mrs. Alberta T.
Head Counselor
Sterling High School
Greenville, South Carolina

Harris, Mrs. Ophelia R.
House Adviser
Tuskegee Institute
Tuskegee Institute, Alabama

Harris, Mrs. S. P. , Instructor
Tuskegee Institute High School
Tuskegee Institute , Alabama

Harris, Sylvester R. Jr.
Counselor
Tuskegee Institute
Tuskegee Institute, Alabama

Harvey, Alonza, Principal
Tuskegee Institute High School
Tuskegee Institute, Alabama

Hawes, William, Guidance Counselor
Hooper City High School
Sayreton, Alabama

Hawkins, J. H., Principal
East Depot Street High School
LaGrange, Georgia

Hawthorne, L. L., Principal
Union Grove High School
Marianna, Florida

Hayes, Mrs. Edna M. T.
Principal
Thomastown High School
Tallulah, Louisiana

Hooks, Miss Margaret L.
Counselor
North Sumter High School
York, Alabama

Hudson, Mrs. Beatrice B.
Counselor
Pike County Training School
P. O. Drawer 834
Brundidge, Alabama

Hughes, McDonald, Principal
Druid High School
Tuscaloosa, Alabama

Jackson, Mrs. Virginia C.
Counselor
Sims High School
Union, South Carolina

Jefferson, James L.
Counselor for Boys
Brighton High School
Brighton, Alabama

Jeffries, Mrs. Harriette W.
Instructor
Tuskegee Institute High School
Tuskegee Institute, Alabama

Johnson, Fred, Counselor
Trenholm High School
Tuscumbia, Alabama

Keaton, Mrs. Instructor
Tuskegee Institute High School
Tuskegee Institute, Alabama

Lee, Mrs. Juanita M., Counselor
Fairfield Industrial High School
Fairfield, Alabama

Lewis, W. H., Principal
Burrell-Slater High School
Florence, Alabama

Lockhart, Verdree, Sr.
Georgia State Department of Education
Atlanta, Georgia

Long, Arthur L.
George Washington Carver High School
Bessemer, Alabama

Luck, James W., Teacher-Counselor
C. A. Johnson High School
Columbia, South Carolina

McClain, I. T., Guidance Counselor
Central High School
Mobile, Alabama

McDougald, Thomas J., Principal
Roulhac High School
Chipley, Florida

McNair, A. T., Counselor
Central High School
Newnan, Georgia

Mahorney, Mrs. Gloria
Counselor
Burrell-Slater High School
Florence, Alabama

Mann, W. D., Sr., Principal
Hutto High School
Bainbridge, Georgia

Mansfield, Andrew J.
Esther Toombs High School
Delhi, Louisiana

Marshall, Preston H., Counselor
Georgia Washington High School
Mt. Meigs, Alabama

Martin, Mrs. A.C.,Instructor
Tuskegee Institute High School
Tuskegee Institute,Alabama

Martin, T.P.
Guidance Counselor
Burke High School
Charleston, South Carolina

Martin, William,Counselor
G.W. Carver High School
Montgomery, Alabama

Martin, William R.
Assistant Principal
Dillard Comprehensive H.S.
Fort Lauderdale, Florida

Mauldin, Miss Katherine L.
Counselor
A. Speight High School
Fort Gaines, Georgia

Milam, Mrs. Carolyn R.
Guidance Counselor
Darden High School
Opelika, Alabama

Mitchell, Miss Louise
Counselor
Tipton High School
Selma, Alabama

Moody, Albert M.,Principal
Bethune Junior-Senior H.S.
Shreveport, Louisiana

Moore, Mrs. B.L.
Guidance Counselor
J.S. Wright High School
Abbeville, South Carolina

Moore, L.B., Principal
J.S. Wright High School
Abbeville, South Carolina

Moore, Mrs. Friendly
Guidance Counselor
Westfield High School
Birmingham, Alabama

Moore, G.R., Counselor
East Depot Street High School
LaGrange, Georgia

Moore, William P., Jr.
Part-Time Counselor
Eula D. Britton High School
Rayville, Louisiana

Morse, C.S., Instructor
Tuskegee Institute High School
Tuskegee Institute, Alabama

Morton, W.E., Principal
Darden High School
Opelika, Alabama

Munday,Mrs. G. Elizabeth,Instructor
Tuskegee Institute High School
Tuskegee Institute, Alabama

Nalls, Mr. A.P., Guidance Director
West Highland High School
Fayette, Alabama

Parker, Miss Elmira, Counselor
Carver High School
Columbus, Georgia

Payne, R. L., Chairman
Faculty Inservice Program
Richwood, High School
Monroe, Louisiana

Perry, Robert N.,Jr.,Principal
Walter L. Cohen Senior High School
New Orleans, Louisnana

Ramsey, Edward, Faculty Member
Tuskegee Institute
Tuskegee Institute, Alabama

Ransby, Felton J., Principal
Mary Johnson High School
Franklin, Georgia

Redmond, Benjamin E., Counselor
Robert Smalls High School
Beaufort, South Carolina

Reynolds, Mrs. E.M., Counselor
Holloway High School
Murfreesboro, Tennessee

Richard, Robert E., Counselor
Druid High School
Tuscaloosa, Alabama

Richardson, Jacob R., Principal
Robert Smalls High School
Beaufort, South Carolina

Richardson, William C.
Counselor
Richardson High School
West Monroe, Louisiana

Richburg, Mrs. M. Craven
Instructor
Tuskegee Institute High School
Tuskegee Institute, Alabama

Roberson, Quincy L., Counselor
Lucy Laney High School
Augusta, Georgia

Robinson, Mrs. Annie W.
Counselor
Union Grove High School
Marianna, Florida

Rowe, Mrs. Minnie L.
House Adviser
Tuskegee Institute
Tuskegee Institute, Alabama

Rowser, A.J., Principal
U.S. Jones High School
Demopolis, Alabama

Ruff, S.R., Jr, Principal
Lemon Street High School
Marietta, Georgia

Sanders, Mrs. Gertrude C.
Counselor
Carver High School
Birmingham, Alabama

Sanders, William G.
Assistant Principal
C.A. Johnson High School
Columbia, South Carolina

Sapp, Miss Sarah H., Counselor
Martha Schofield High School
Aiken, South Carolina

Sharpe, Miss LaDaisy, Instructor
Ralph J. Bunche High School
Canton, Georgia

Sheffield, C. Leon, Principal
Lakeside High School
Decatur, Alabama

Shootes, Miss Queen E.
Dean, School of Home Economics and
Food Administration
Tuskegee Institute
Tuskegee Institute, Alabama

Sims, Henry J., Teacher
Vocational Education
Bridgeforth High School
Pulaksi, Tennessee

Smiley, C.T., Principal
Booker Washington High School
Montgomery, Alabama

Smith, J.H., Director
Muscogee Area Vocational-Technical
High School
Columbus, Georgia

Smith, James P., Principal
Eula D. Britton High School
Rayville, Louisiana

Smith, Miss Joyce A.
Head Counselor
Barbour County Training School
Clayton, Alabama

Smith, Moses, Trade Instructor
Smackover Training High School
Smackover, Arkansas

Stevens, J.H., Principal
Holloway High School
Murfreesboro, Tennessee

Summers, Mrs. Lucille T.
Counselor
Lakeside High School
Decatur, Alabama

Talley, Page, Asst. Principal
George W. Carver High School
Coconut Grove, Florida

Taylor, Mrs. O.S., Instructor
Tuskegee Institute High School
Tuskegee Institute, Alabama

Thomas, U.R., Principal
Howard W. Blake High School
Tampa, Florida

Tipton, Mrs. Beulah J.
Director of Guidance Activities
Henry M. Turner High School
Atlanta, Georgia

Toston, C.T., Chairman
Guidance Committee
Richwood High School
Monroe, Louisiana

Trammell, Mrs. F.F.
Instructor
Tuskegee Institute High School
Tuskegee Institute, Alabama

Turpin, Mrs. Estelle B.
Counselor
Booker T. Washington Senior H.S.
New Orleans, Louisiana

Twymon, Alfred, Instructor
Morehouse High School
Bastrop, Louisiana

Tyler, Mrs. Birdie G.
Guidance Counselor
Henry M. Turner High School
Atlanta, Georgia

Tyler, Mrs. Elizabeth
Teacher-Counselor
Macon County Training School
Roba, Alabama

Vann, Robert V., Counselor
Meigs High School
Nashville, Tennessee

Sister M. Vincent, Counselor
Drexel Catholic High School
Atlanta, Georgia

Ware, John, Instructor
Tuskegee Institute High School
Tuskegee Institute, Alabama

Ware, Mrs. W.C., Instructor
Tuskegee Institute High School
Tuskegee Institute, Alabama

Ware, Paul L., Principal
Westfield High School
Birmingham, Alabama

Watson, Mrs. Carlotta, Counselor
Booker Washington High School
Memphis, Tennessee

Watson, Mrs. Ellen C.,Head Counselor
Carver High School
Spartanburg, South Carolina

Watts, Lee T., Jr., Counselor
Robert R. Moton High School
Leeds, Alabama

Whipper, Miss Lucille S.
Senior Guidance Counselor
Bonds-Wilson High School
Charleston Heights, South Carolina

Whisenhunt, Mrs. Mabel L., Counselor
Cobb Avenue High School
Anniston, Alabama

Whisenhunt, S.J., Principal
Cobb Avenue High School
Anniston, Alabama

White, W. C., Principal
Walker County Training School
Jasper, Alabama

Wilkins, Henry, III
Townsend Park High School
Pine Bluff, Arkansas

Wilkins, Mrs. J. E.
Townsend Park High School
Pine Bluff, Arkansas

Williams, Clarence J.
Principal
North Sumter High School
York, Alabama

Williams, Mrs. Francina
Counselor
Roulhac High School
Chipley, Florida

Williams, Mrs. G. P
Instructor
Tuskegee Institute High School
Tuskegee Institute, Alabama

Williams, Mrs. L.M., Counselor
Burke High School
Charleston, South Carolina

Williamson, S. W., Principal
Smackover Training High School
Smackover, Arkansas

Wood, James L. Counselor
Bridgeforth High School
Pulaski, Tennessee

Wright, Mrs. L.L.
Director, College Union
Tuskegee Institute
Tuskegee Institute, Alabama

Wright, Ray O.
Vocational Agriculture Instructor
Central High School
Calhoun, Louisiana

Edited by the graduate interns under the supervision of

P. B. Phillips, Dean of Students, Tuskegee Institute:

Beverly Adams
Doshia Burton
Julius Chapman
Edsel Daniels
Julius C. Robinson
George Taylor

BIBLIOGRAPHY

U.S. DEPARTMENT OF LABOR SPECIAL

BIBLIOGRAPHY

Manpower-Challenge of the 1960's, U.S. Department of Labor, Washington, D. C., 25.

Population and Labor Force Projections for the United States, 1960-75, (BLS Bull. 1242).

Tables on Working Life-Length of Working Life for Men, (BLS Bull. 1001).

Tables of Working Life for Women, 1950 (BLS Bull. 1204).

Occupational Outlook Handbook, 1963-64 Edition, U. S. Department of Labor, W. Williard Wirtz.

America is for Everybody, U.S. Department of Labor, W. Williard Wirts.

U. S. DEPARTMENT OF LABOR PUBLICATIONS

Monthly Labor Review

Manpower Research

Consumer Price Indexes

Labor Information Bulletin

Manpower Report of the President

Employment Security News

Employment and Earnings

Occupational Wage Survey

Industry Wage Survey

Safety Standards

Bureau of Labor Statistics Bulletin

Interviewing Guides

Farm and Labor Market Development

Women's Bureau Bulletin (Legal Status of Women in the U. S.)

Dictionary of Occupational Titles

Economic Forces in the U. S.

SELECTED BIBLIOGRAPHY

Allen, R. D., and L. F. Krone. Educational Requirements and Occupational Levels. Educational Psychology Measurement, 1942, 2, 371-378.

Amiss, John. New Careers in Industry. McGraw-Hill Book Company, 1946.

Becher, Otto R., and Berkowitz, George J. School Courses and Related Careers. Chicago: Science Research Associates, 1941.

Bateman, R. M., and H. H. Reemers. "Attitudes of High School Freshmen toward Occupations of their Choice before and After Studying the Occupations by Means of a Career Book." Journal of Educational Psychology, 1939, pp. 30, 657-666.

Bateman, R. M. "The Effect of Work Experience on High School Students' Vocational Choice." Occupations, 1949. 27, 433-456.

Bedell, R. "The Relationship Between Self-Extimated and Measured Vocational Interests." Journal of Applied Psychology, 25 (1941), 54-66.

Berdie, R. F. "Factors Related to Vocational Interests." Psychology Bulletin, 1944. pp. 41, 137-157.

Boynton, P. L. "The Vocational Preferences of School Children." Journal of Genetical Psychology, 1936. pp. 49, 411-425.

Boynton, P. L. and R. D. Woolwine. "The Relationship Between the Economic Status of High School Girls and Their Vocational Wishes and Expectations." Journal of Applied Psychology, 1942. pp. 26, 399-415.

Brewer, J. M. Education as Guidance. New York: MacMillan, 1932.

Brewer, J. M. and Landy Edward. Occupations Today. Pert IV. Ginn and Company, 1948.

Brooke, E. E., and M. N. Roas. Career Guide: For Young People and All Who Counsel Them. Harper and Brothers, 1943.

Broughton, Averell M. Careers in Public Relations: The New Profession. E. P. Dutton and Company, 1943.

Byrns, R. "Relation and Vocational Choice to Mental Ability and Occupational Opportunity." Scholastic Review, 1939. pp. 47, 101-109.

Canning, L., KatherinVan F. Taylor, and J. D. Carter. "Performance of Vocational Interests in High School Boys." Journal of Educational Psychology, 32 (1941) pp. 481-494.

Carlisle, Norman V. and Doris McFeeeran. Civil Careers for Girls. E. P. Dutton and Company, 1941.

Carlisle, Norman V. and Curtis L. Erickson. Civil Service Careers for Boys. E. P. Dutton and Company, 1941.

Carp, F. M. "High School Boys are Realistic about Occupations." Occupations, 1949, pp. 28, 97, 99.

Carter, H. D., K. Von F. Taylor, and L. B. Canning. "Vocational Choices and Interest Test Scores of High School Students." Journal of Psychology, 1941, pp. 11, 297-306.

Counseling and Employment Service for Youth. Washington: Government Printing Office, 1954.

Criteria for Evaluating Guidance Programs in Secondary Schools. Occupational Information and Guidance Service, Washington 25, D. C., 1949.

Culbert, Jane F. and Helen R. Smith. Counseling Young Workers. New York: Vocational Service for Juniors, 1939.

Dalton, M. "Informal Factors in Career Achievement." American Journal Of Sociology, 1931, pp. 46, 407-415.

Darley, J. G. Testing and Counseling in the High School Guidance Program. Chicago: Science Research Associates, 1943.

Deen, Evelyn. "Career Day vs. Career Days." Occupations, the Vocational Guidance Journal, p. 552. May, 1959.

Dresden, K. W. "Vocational Choices of Secondary Pupils." Occupations. 1949, pp. 27, 104-106.

Dunlop, F. S. "Subsequent Careers of Non-Academic Boys.' Teachers College Contribution to Education, 1935.

Dysinger, W. S. "Maturation and Vocational Guidance." Occupations. 1950, pp. 29, 198-201.

"Early Determinants of Vocational Choice." Journal Counsel. Psychology, 4 (1957), 212-217.

Edmiston, R. W. and C. H. Starr. "Youth's Attitudes Toward Occupations." Occupations, 1948, pp. 26, 213-220.

Eisman, Louis. *The Unskilled Worker*. Science Research Associates, 1940.

Endicott, F. S. "Factors Influencing High School Students in the Choice of a Vocation." *Vocational Guide Magazine*, 1931, pp. 10, 99, 101.

Endicott, Frank S. "One Hundred Guidance Lessons: A Discussion Manual for High School Students." *Vocational Guide Magazine*, 1931, pp. 10, 99-101.

Endicott, Frank. *Vocational Planning*. International Textbook Company, 1948.

Erickson, Clifford. *Suggestions for Career Days*. A Basic Text for Guidance Workers. Prentice Hall, Inc., 1947; pp. 514-520.

Faw, V. *Vocational Interests of Negro and White High School Boys*. Chicago, Illinois: University of Chicago, 1949.

Fleige, U. H. and H. J. Malone. "Motivation in Occupational Choice Among Junior-Senior High School Students." *Journal of Educational Psychology*, 1946, pp. 37, 77, 86.

Forer, B. R. "Personality Factors in Occupational Choice." *Educational Psychological Measurement*, 1953, pp. 13, 361-366.

Form, W. H. and D. C. Miller. "Occupational Career Patterns as a Sociological Instrument." *American Journal of Sociology*, 1949, pp. 54, 317-329.

Froehlich, P. Clifford and Hoyt B. Kenneth. *Guidance Testing*. Chicago: Science Research Associates, Inc., 1959.

Gellman, W. "The Components of Vocational Adjustment." *Personal Guide Journal*, 1953, pp. 31, 536-539.

Gerberich, J. R. "Validation of a State-Wide Educational Guide Program for High School Seniors." *Scholasticism and Socialism*, 34 (1931), pp. 606-610.

Gray, S. "The Vocational Preference of Negro School Children." *Journal of Genetical Psychology*, 1944, pp. 64, 239-247.

Hagen, D. "Careers and Family Atmospheres: An Empirical Test of Roe's Theory." *Journal Counsel. Psychology*, 7 (1960), pp. 215-256.

Halbrook, H. L., and A. L. McGregor. Vocations and School. Allyn and Bacon, Revised, 1940.

Hartson, L. D. "Vocational Choices: Before and After College.' Occupations, 1937, pp. 16, 138-142.

Haugen, M. and H. R. Douglass. "The Effect of a Course in Occupations on the Vocational and Educational Plans of Ninth-Grade Children." Scholastic Review, 1937, pp. 45, 585-591.

Heath and Company. Methods of Vocational Guidance. Boston, 1951.

Heron, A. "A Psychological Study of Occupational Adjustment." Journal of Applied Psychology, 1952, pp. 36, 385-387.

Huff, Darrell and Frances. Twenty Careers of Tomorrow. Whittlesey House, 1945.

Hummell, R. C. "Vocational Development Theory andGuidance Practice.' Journal Northern Association, Dean of Women, 1954, pp. 18, 13-18.

Hunting A Career: A Study of Out-of-School Youth. Louisville, Kentucky. Washington: Government Printing Office, 1949.

Hurlock, E. G. and C. Jansing. "The Vocational Attitudes of Boys and Girls of High School Age." Journal of Genetical Psychology, 1934, pp. 44, 175-191.

HYte, C. "Occupational Interests of Negro High School Boys." Scholastic Review, 1936, pp. 44, 34-40.

Jepsen, V. L. "College Activities and Vocational Success.' Occupations, 1951, pp. 29, 345-347.

Johnson, D. G. "The Effect of Vocational Counseling on Self-Knowledge." Educational Psychological Measurement, 1953, pp. 13, 330-338.

Jones, Arthur J. Principles of Guidance. Third Edition. New Yokr: McGraw-Hill, 1951.

Jones-Lloyd, Esther and Esther M. Westvelt. Behavioral Science and Guidance: Proposals and Perspectives. New York: Teachers College, Columbia University, 1963.

Jordon, J. P. The Relationship Between Socio-Economic Status and the Vocational Interests of Mechanically Gifted Boys. Unpubliched doctoral disseratation, Teachers College, Columbia University, 1949.

Kaback, G. R. *Vocational Personalities*. New York: Teacher College Contract Education No. 924, 1946.

Kaplan, O. "Age and Vocational Choice." *Journal of General Psychology*, 1946, pp. 68, 131-134.

Kirkpatrick, Forest, et, at. *Helping Students Find Employment*. American Council on Education, 1949.

Kitson, Harry D. and Mary R. Lingenfelter. *Vocation for Boys*. Harcourt, Brace and World, 1939.

Kubie, L. "Problems of the Scientific Career." The American Scientist, 1953, pp. 41, 596-613.

Lafferty, H. M. " Vocational Guidance through Outside Reading." *Occupations, the Vocational Guidance Magazine*, pp. 571-2. March, 1938.

Lehman, H. C. and P. A. Witty. "Sex Differences in Vocational Attitudes." *Journal of Applied Psychology*, 1936, pp. 20, 576-585.

Life Careers, Power and Professions. *American Sociological Review*, 1956, pp. 21, 215-220.

Lingenfelter, Mary R. and Harry D. Kitson. *Vocations for Girls*. Harcourt, Brace and Company, 1939.

Lipset, S. M. and R. Bendix. "Social Mobility and Occupational Career Patterns. In Stability of Job Holding." *American Journal of Sociology*, 1952, pp. 57, 356-364.

Logie. T. R. *Careers in the Making*. Harper and Brothers, 1947.

Lovejoy, Clarence E. "Counseling Youth for College." *Occupations, the Vocational Guidance Journal*, pp. 381-386, March, 1949.

Matching Youth and Jobs. Washington: American Council on Education, 1940.

McDaniel, H. B. *Guidance in the Modern School*. New York: Dryden, 1956.

McGill, Esther W. *The Reaction of Ninth-Grade Girls to Vocational Information*. Ohio State University Press, 1940.

Menger, C. *The Significance of Vocational Choice of School Children and College Students*. New York: Author, 1932.

Metcalf. Z. "Negro Applicants at the Vocational Adjustment Bureau." Opportunity, 1940, pp. 18, 365-368.

Morris, Mark, editor. Career Opportunities. Progress Press, 1946.

Morton, N. W. Occupational Abilities. New York: Oxford University Press, 1935.

Mosier, M. F. and G. F. Kuder. "Personal Preference Differences Among Occupational Groups." Journal of Applied Psychology, 1949, pp. 33, 231-239.

National Vocational Guidance Association. "Principles and Practices of Vocational Guidance." Occupations, 1937, pp. 15, 772-778.

Nelsen, E. "Fathers' Occupations and Student Vocational Choises." Scholasticism vs. Socialism, 1939, pp. 50, 572-576.

Nick, E. W. "High School Boys Choose Vocations." Occupations, 1942, pp. 20, 264-269.

Norton, J. L. and R. G. Kuhlen. The Development of Vocational Preference. New York: Appleton-Century-Crofts, 1952.

Occupations to Which Interests and Ability in School Subjects May Lead. 20 reprints. Chronicle Press, Morovia, New York.

Occupational Trends in the United States. Stanford, California: Stanford University Press, 1940.

The Occupational Outlines of America's Major Occupations. Science Research Associates, 1940.

Older, H. J. "An Objective Test of Vocational Interests." Journal of Applied Psychology, 28 (1944), 99-108.

Parsons, F. Choosing A Vocation. Boston: Houghton-Mifflin, 1909.

Paterson, D. G. Development in Vocational Counseling Technique. In Williamson, E. G. (ed), Trends in student Personnel Work. Minnesota: University of Minnesota Press, 1949.

Philipson, Morris. Automation Implications for the Future. New York: Random House Inc., 1962.

Pollack, Philip. Careers in Science. E. P. Dutton and Company, 1945.

Porter, J. K. Predicting the Vocational Plans of High School Senior Boys. Personal Guides Journal, 1954, pp. 33, 215-218.

Powers, Mabel K. "Performance of Measured Vocational Interests of Adult Males." Journal of Applied Psychology, 40 (1956) pp. 69-72.

Prvette, L. and D. Fryer. "Affective Factors in Vocational Maladjustments." Mental Hygiene, 8 (1923), 102-118.

Ramsey, W. M. "Vocational Guidance Day." Journal of Business Education, pp. 19-20, November, 1935.

Riessman, L. "Class, Leisure and Participation." American Sociological Review, 1954, pp. 19, 76-84.

Robinson, F. P. Principles and Procedures in Student Counseling. New York: Harper, 1950.

Rothney, John W. M. and Bert A. Roens. Guidance of American Youth. Cambridge: Harvard University Press, 1950.

Samler, Joseph. Vocational Guidance Through Groups. B'Nai B'rith Vocational Service Bureas, 1944.

Schmidt, J. L. and J. W. M. Rothney. "Variability of Vocational Choices of School Students." Personal Guides Journal, 34, (1955), 142-146.

Shartle, C. L. Occupational Information. New York: Prentice-Hall, 1952.

Shively, C. C. and J. D. Personal Analysis and Vocational Problems. Witchita, Kansas: McCormick-Brothers Company, 1938.

Sission, E. D. "Vocational Choices of Students from Cities, Towns, and Farms." Scholasticism and Socialism, 1941, pp. 54, 94-96.

Skodax, Marie and O. L. Crissey. "Stated Vocational Aims and Strong Interest Scores of High school Seniors Girls." Journal of Applied Psychology, 26, (1942) 64-74.

Smith, Leo and Laurence Lipsett. " Guidance Through Co-operative Work." Occupations, the Vocational Guidance Journal, pp. 187-190, December, 1948.

Smith, Particia. "Twenty-Five Years of Research in Vocational Guidance." Occupational Psychology, 1951, pp. 25, 35-43.

"Some Factors Which Influence the Child's Choice of Occupation. Elementary School Journal, 1930, pp. 31, 285-291.

Stewart, L. H. "Mother-Son Identification and Vocational Interests." Genetical Psychology, Monogenetics, 60 (1959), 31-63.

Stone, C. H. "Are Vocational Orientation Courses Worth Their Salt." Educational Psychology Measurement, 1949, pp. 8, 161-181.

Stone, Irving R. How We Conducaed a Career Conference. B'nai B'rith Vocational Service Bureau, Washington, D. C., 1941.

Stoops, Emery. Suggestions for Career Day. Division of Research and Guidance, Los Angeles County Public Schools, California, 1947.

Sweat, L. G. and B. Van Arnold. Personality Needs as Determinants of Vocational Choice and their Relationship to School and Work Achievement. New York: Vocational Advisory Service, mimeographed, 1955.

Super, D. E. "Occupational Level of Job Satisfaction." Journal of Applied Psychology, 23 (1939) 547-564.

Super, D. E and P. B. Bachrack. Scientific Careers and Vocational Development Theory. New York: Teachers College Bureau of Publications, 1937.

Super, D. E. The Psychology of Careers. New York: Harper, 1957.

Super, D. E. "A Theory of Vocational Development." American Psychology, 1953, pp. 8, 185-190.

Super, D. E. The Dymamic of Vocational Adjustments. New York: Harper, Harper, 1942.

Super, Donald E. Appraising Vocational Fitness. New Yokr: Harper, 1949.

"The Critical Ninth Grade: Vocational Choice or Vocational Exploration." Personal Guides Journal, 39 (1950), pp. 107-109.

Thorndike, E. L. Prediction of Vocational Success. New York: Commonwealth Fund, 1931.

Thorndike, Robert L. and Elizabeth Hagen. Ten Thousand Careers. New York: John Wiley and Sons, 1959.

Thurstone, L. L. "A Multiple Factor STudy of Vocational Interests.' Personnel Journal, 1931, pp. 10, 198-205.

Traxler, Arthur E. Techniques of Guidance. Revised Edition. New York: Harper, 1957.

Trow, W. D. "Phantasy and Vocational Choice." *Occupations*, 1941, pp. 20, 89-93.

Tunis, John R. *Choosing A College*. Harcourt, Brace and Company, 1940.

Utton, A. C. Recalled Parent-Child Relations As Determinants of Vocational Choice. Unpublished Ph.D. dissertation, Teachers College, Columbia University, 1960.

Vernon, M. D. "The Drives Which Determines the Choice of a Career." *Britannica Journal of Psychology*, 1941, pp. 31, 294-326.

Vocational Choice, Principles, Methods of. Newberg, Maurice Joseph, New York, Prentice-Hall, Inc., 1934.

Vocational Choices of School Children and College Students, The Significance of. Clara Menger. New York City, Correlated graphic industries, Inc., 1932.

Vocational Interests of Men and Women. Strong , Edward Kellogg. Oxford University Press, 1943.

Vocational Education. Bass, Moses Reed. Chicago: American Technical Society, 1940.

Vocational Education and Guidance for Negroes. Caliver, Ambrose. Washington: U. S. Government Printing Office, 1938.

Vocational Education and Practical Arts in the Community School. Byram, Harold Moore and Ralph C. Wenrich. New York: Macmillan, 1956.

Vocational and Professional Training. American Council of Learned Societies Devoted to Humanities Studies. Thomas M. Greene, Charles C. Fries, Henry M. Wriston and William Deighton. New York and London: Harper and Brothers, 1943.

Vocational Interests and Job Orientation. Carter, Harold Dean. Oxford University Press, 1944.

Vocational Development: A Framework for Research. Super, Donald Ewin. New York: Bureau of Publications, 1957.

Vocational Education - Law and Legislation - United States. Hawkins. Layton S., 1962.

Vocational Interests. Clark, Kenneth E. University of Minnesota Press, 1961.

Vocational Counseling - The Interest Inventory. American Journal of Psychology, 1932, pp. 44, 801-805.

Vocational Education - Study and Teaching. Weaver, Gilbert Grimes. New York: Pitman Publisher Corporation, 1955.

Vocational Guidance and Education for Negroes. Keller, Franklin Jefferson. New York, National Occupational Conference, 1936.

Vocational Psychology and Character Analysis. Hollingworth, Harry levi. New York, London: D. Appleton and Company, 1929.

Vocational Interests and Vocational Choice. Educational Psychological Measurements 7 (1947), pp. 375-389.

Vocational Planning. The University of the State of New York: The State Education Department, Albany, New York, 1950.

Walranen, Margaret K. "Guidance Through Teachers." Wilson Library Bulletin, pp. 30-6, September, 1941.

Weiss, A. "Analyzing Vocational Adjustments." Occupations, 21 1942, pp. 138-14.

Welch, Maryon K. "The Ranking of Occupations on the Basis of Social Status." Occupations,1949, pp. 27, 237-241.

Wilkinson, F. "Social Distance Between Occupations." Sociological Socialistic Research, 1929, pp. 24, 53-62.

Williamson, E. G. Students and Occupations. Henry Holt and company, 1937.

Witty, P. S. Garfield, and W. Brink. "A Comparison of Vocational interests of Negro and White High School Students." Journal of Educational Psychology, 1941, pp. 32, 124-132.

SPECIAL ATTACHMENT
(RECOMMENDATIONS)

RECOMMENDATIONS

The findings outlined in the conference follow-up reveal the need for expanded and more effective programs of vocational and occupational guidance. It is from this perspective that the following recommendations are made:

1. Schools should be encouraged to direct more energy toward detecting potential dropouts and restoring their interest in educational experiences.

2. The testing aspect of guidance should be utilized more extensively as a means of identifying high and low ability students and channeling them into areas consonant with their abilities.

3. More follow-up studies should conducted for the purpose of discovering the strengths and weaknesses of former students, and the results should be used advantageously in the preparation of the current student population.

4. Aspects of the guidance program should be geared toward assisting students in ascertaining and developing personal potentialities and in relating these to the kind of performance needed in current occupations.

5. Greater responsibility should be taken by schools for preparing students to relate themselves appropriately to changing environmental opportunities and conditions.

6. Greater efforts should be made to instill in youths the necessary desire, motivation, and determination to acquire those skills that will enable them to compete for jobs on the basis of qualifications alone.

7. Greater efforts should be made by teachers to define the relationship between the subject matter taught in the classroom and life and the work-a-day world.

8. Students should be exposed to a wider variety of information about the availability of job opportunities.

9. An expansion should be made, wherever possible, to include a course in occupational information in the curriculum.

10. Efforts should be made to adapt the vocational and occupational education to the specific needs of the children in a particular school.

11. Schools should, wherever necessary, provide for the proper retraining and re-evaluation of personnel in the area of vocational guidance.

12. There should be improved utilization of community, local, and national resources in the vocational and occupational guidance of youth.

13. Schools should establish and maintain a symbolic relationship with near-by industries in order to better prepare their students to meet the demands of employment in such industries.

14. High School physical plants should include more provisions for the teaching of mechanical skills and trades.

15. Longevity of trades and accessibility of current teaching aids and equipment should be criteria for the inclusion of trades in the curriculum.

16. Greater student participation should characterize the planning phase of vocational and occupational guidance activities.